REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1885-86

BY

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Director of Public Instruction, Punjab.

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READ—

The Report on Popular Education in the Punjab for the year 1885-86, received with Director's Nos. 1500, dated 11th September, and 1811, dated 30th October 1886.

THE first eight chapters of this report were received on the 13th September 1886. The last chapter (IX) reached this office on 1st November. The cause of delay in the case of the first eight chapters was the late receipt of the report of the Umballa Circle. With regard to Chapter IX, the Director explains that there has been a difficulty in preparing the statements required from the Superintendent of the Educational Press.

2. *General result of educational progress during the year.*—The general result of the year's educational progress is shown in the following table :—

INSTITUTIONS.	1884-85.		1885-86.		INCREASE OR DECREASE.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
Public	1,953	132,993	2,117	137,286	+ 64	+ 4,293
Private	12,716	136,177	12,201	131,903	— 515	— 4,274

As will be explained later on, the decrease in private institutions is really nominal. Speaking generally, the chief features, so far as public institutions are concerned, have been an addition of 72 to the number of primary schools for boys, which numbered 1,564 in the year under review, and of 3·4 per cent. in the attendance. Although the number of schools for secondary education remained the same, there was a considerable increase in the attendance, which amounted to 6 per cent. in the English, and to less than 2 per cent. in the Vernacular schools of this class. It is very satisfactory to find that the proportionate increase in the total number of students in boys schools during the year has been greatest among Sikhs and next among Muhammadans, and that the increase has been larger in aided schools than in Government institutions. There has been an increase in the number of and attendance in secondary schools for girls, which has, however, been accompanied by a falling off in the primary schools, the general result being a slight decrease of 280 in the total number of scholars borne on the rolls of institutions for females. The remarks made in paragraphs 28 and 29 of the Report as to the future of female education in the Punjab are encouraging.

Turning next to the results of the examinations, there has been a decrease in the number of students who passed the Entrance Examination of the Punjab University both in the Arts and on the Oriental side; but there has been a considerable increase in the number of passes by the intermediate standard, which is a very satisfactory feature. There has been a falling off in the number of scholars who passed the Middle School Examination, English and Vernacular; but this is more than compensated by a large increase in the number of passes, by the upper and lower primary standard. There is also a satisfactory increase in the number of teacher's certificates which were gained during the year.

3. *Expenditure.*—The total expenditure on education during the year, including that from the Punjab University, the Oriental College and the Law School, amounted to Rs. 19,76,943, which is less by Rs. 19,916 than the amount spent in the previous year. The decrease is slight, and the details of the expenditure appear to call for no special remark. Of the total, Rs. 7,19,427 were

contributed from Provincial Funds. An increase of 7 per cent. is shown in the expenditure from Municipal, and a decrease of 3 per cent. in that from District funds. During the year under report final arrangements were made for the transfer to Municipalities of all district schools for general education situated within their limits, which have hitherto been under the direct management of the Department, with the exception of the middle schools attached to training institutions. Expenditure on grants-in-aid for schools within Municipalities has been similarly localized. These arrangements came into effect from 1st April 1886. Eventually the Provincial Government will take over certain Police and other charges hitherto borne by the Municipalities in compensation for the educational charges thrown on the local bodies, but in the meantime half-yearly grants have been made to cover the extra expense involved in the transfer. It is satisfactory to learn that the town populations are likely to appreciate the value of the institutions entrusted to their charge, and that the cordial co-operation of the Committees and the members of the Educational Department is anticipated.

4. *Education Commission's recommendations.*—The Director has devoted a section of Chapter I to a brief sketch of the principal measures taken by the Punjab Government in accordance with the recommendations of the Education Commission. In the review of last year's report it was stated that the only obstacle to the spread of education in the Punjab and the improvement of what was designated by the Director as the weakest point in the Educational Department of this Province is a financial one. It is a matter of sincere regret to Sir Charles Aitchison that, owing to financial pressure, the Government of India was unable to grant the assistance for the extension of primary education of which in its review of the Report of the Education Commission it had at one time held out expectations The Punjab Government, however, has, by the exercise of economy, succeeded in providing a lakh of rupees to be spent during the current year in carrying out the objects in view. This money will be expended partly in strengthening the subordinate inspecting staff and improving and extending existing arrangements for training primary teachers, and partly on the establishment of additional primary schools: but it is evident that, until the Local Government is in a position to make a much more considerable and permanent addition to its expenditure on education, the Province is likely to remain in its present backward condition in regard to primary education. A few of the principal measures enumerated by the Director in the sketch referred to above may be mentioned. The subordinate inspecting agency has been reorganized. It has been decided to hold annually two educational conferences, one of departmental officers and the other a general one. The grant-in-aid rules have been thoroughly revised. Measures have been taken to foster indigenous schools. The principle that primary education must be the first care of the State has been established by rules which provide that schools for secondary education can only be established on the grant-in-aid system. The scale of fees has been revised and considerably enhanced. The standards of primary schools have been revised. All schools for general education situated within municipal limits have, as already noticed, been transferred from the direct management of the Department to that of Municipal Committees. Other reforms which need not here be specified have been effected.

5. *Controlling Agencies.*—His Honor desires to place on record an expression of his regret for the loss which the Educational Department of the Punjab has suffered in the death of Mr. Dick, who for 16 years had served in it with conspicuous ability and conscientiousness. The transfer of Mr. Sime to a special appointment, and the retirement of Mr. Pearson further deprived the Department of the services of two of its most distinguished members.

With the additional funds placed at his disposal during the current year the Director has been enabled, as already stated, to reorganize and strengthen the subordinate inspecting agency, which has been recognized as the weakest point in the Punjab Education Department. The account of the changes in the circles of inspection, and of the increase and reorganization of the inspecting staff belongs more properly to the current year. These changes appear likely to result in the attainment of much greater efficiency in supervision.

6. *Conferences.*—During the current year effect has been given to the proposal to hold departmental and general conferences annually. The deliberations of both conferences held during the year have resulted in many suggestions of the greatest value. His Honor agrees with the Director that the first general conference has proved eminently successful, not only as regards work already accomplished, but also as regards the hope that it holds out for the future; and that it has shown the great advantage of submitting educational questions to the free discussion of such a body as that which assembled on this occasion. The results of the general conference were examined in a resolution published by the Local Government. Nearly all the most important questions that have arisen in connection with the development of the educational policy of Government were discussed at one or other of the conferences.

7. *University Education and Examinations.*—The affairs of the Punjab University have received much attention during the year under review. Several resolutions have recently been issued by the Lieutenant-Governor dealing with the whole question of the management of the institution; but it is impossible here to do more than to make a passing reference to the matters dealt with in them. The Director has embodied in his report the most important portions of them. The first of the resolutions dealt with the financial condition of the University; the second dealt with the general principles on which the University was founded, as regulating the application of the general funds, and contained a complete history of the University movement from the first beginning up to the present time; while in the third resolution the relations of the University to the Oriental College and School were examined and discussed. The question of specific trusts and endowments still remains to be dealt with, but the Lieutenant-Governor cannot take it up until he receives from the Senate the certified copies of correspondence relating to the creation of the trusts and the accounts of expenditure of each trust and endowment. These documents, which have been repeatedly called for, will, it is understood, be shortly submitted to Government.

The number of candidates sent up by the Punjab schools for the Calcutta Entrance Examination has fallen during the last three years from 96 to 88 and 45. On the other hand the number of candidates for the Punjab Entrance Examination on the Arts side rose from 648 in 1884-85 to 794 in 1885-86. The number of passes fell from 294 to 233. For the Intermediate Examination there were 149 candidates, of whom 59 were successful, against 81 candidates and 29 passes in the preceding year. For the B. A. Examination the numbers of candidates were 35 and 24 respectively, the number of passes being the same in both years, namely, 15. For the M. A. Examination 4 candidates went up, of whom 2 were successful, as against 5 candidates, all of whom passed. On the Oriental side there was a considerable decreas in the number of candidates for the Entrance, while the number of passes fell from 29 to 14; but on the other hand 13 candidates passed the Intermediate Examination against 5 in the preceding year. For the B. O. L. and M. O. L. Examinations, 2 candidates passed in the year under review, as compared with 4 in the preceding year. The Lieutenant-Governor notices that the question of in ting measures to ensure fixity of standard and otherwise improve the arrangements for the conduct of University examinations has been considered by a Sub-Committee, who have submitted their report to the Syndicate. The proposals appear to be still under the consideration of the Syndicate.

In the report of last year it was recorded that the number of students in the Lahore Government College had increased during the two preceding years by 80 per cent. A further increase of 33 per cent. is now reported, the number having risen to 248. It is a most satisfactory feature that the number of students who are not in receipt of scholarships has risen from 78 to 139, and is now for the first time in excess of the number of scholarship-holders. The expenditure on the establishments of the College

amounted to Rs. 52,009, or 31 per cent. in excess of the previous year. The receipts on account of fees increased by 67 per cent. and amounted to Rs. 6,212. The statistics for the last three years fully bear out the view that University education is becoming more fully appreciated year by year.

It was noticed last year that no report had been furnished on the working of the Oriental College. A report of this institution has been submitted for the year under review, and the Lieutenant-Governor is glad to notice that some improvements in its management have already been effected, and that measures are under consideration which will tend to place it on a really satisfactory footing. The inquiries instituted by the Sub-Committee appointed for the purpose into the working of this institution brought to light the extraordinary condition of affairs that all the students who were attending the College and School were stipendiaries, with the exception of 46 who were in expectation of obtaining stipends. The system of levying fees was also clearly unsound. In the resolution of the 15th March 1886, His Honor recorded remarks to the effect that "it seemed nothing short of a scandal not only that so enormous and costly a staff should be employed with so infinitesimal a return in the shape of fees, but that there should be in the Oriental College and School so large an annual expenditure on purely charitable stipends, and that stipends or scholarships should in some instances be drawn by the same person for 8, 10 and even 14 years." The suggestion of the Director that the College should be brought into relation with the advanced indigenous schools of the Province, and made to draw its students mostly from those institutions, is worthy of consideration. The results attained by the students of the College and School at the examination during this year were, on the whole, not unsatisfactory. Out of 14 candidates sent up on the Oriental side for the Entrance Examination only 4 were successful; but, on the other hand, out of 12 candidates for the Intermediate 10 were successful. Two candidates passed the B. O. L. and none the M. O. L. Examination. On the Arts side one candidate passed (by the Intermediate). Out of 52 candidates for the Oriental Titles Examination, 32 passed.

8. *Secondary Education.*—The main facts as to secondary education during the year are that there were at the close of the year 217 schools of this class for native boys, containing 43,048 scholars, an increase of 4·2 per cent. in the number of boys. The number of scholars actually under secondary education was 9,492, being an increase of 9·1 per cent. on the previous year. There has been an increase of 10 per cent. in the number of boys learning English in all departments of secondary schools (from 12,809 to 14,160). Of the 217 secondary schools, 30 were high schools and 187 middle schools.

The results of the secondary education given in Government and Aided schools, so far as they are shown by the Punjab University Examination, may be summarized as follows:—Of the boys attending the high departments of Government schools 21 per cent. (actual number 132), and of those attending the high departments of Aided schools 17 per cent. (actual number 61), passed the Punjab Entrance Examination. It has already been noticed that there were altogether 233 passes, and of this total Government and Aided schools contributed all but 40. As there are two classes in the high department with a year's course for each, something less than 50 per cent. of the whole number of scholars on the rolls represents the number available for examination annually.

The number of candidates for the Middle School Examination was greater than in the preceding year; but the number of passes fell from 1,240 to 1,000 in the Anglo-Vernacular and from 870 to 677 in the Vernacular examination. There is no reason to doubt the correctness of the inference that the standard of examination was somewhat higher than in the preceding year. The circumstances referred to by the Director in connection with the last Middle School Examination have been under the notice of Government, and a special inquiry was made regarding them. It is hoped that the improvement which the Director anticipates in the way of a more speedy publication of the results may be attained in future years. The percentages of passes amongst the boys

who went up from Government and Board schools were 74 in Anglo-Vernacular and 67 in Vernacular, the percentages for Aided schools being 53 and 100. These results were not, on the whole, so good as those of the preceding year owing to the higher standard of examination.

The expenditure on secondary schools rose slightly and amounted to Rs. 5,02,248. Fees have risen from Rs. 94,085 to Rs. 1,01,161, and now exceed one-fifth of the expenditure. On the whole, the Director would appear to be justified in his conclusion that the statistics show a steady progress in secondary education. A perfectly uniform standard of examination cannot perhaps be attained; but it is hoped that every effort will be made in this direction. It is of vital importance that the conduct of the examinations should be above suspicion; that the standard should be as uniform as possible; and that the results should be published quickly.

9. *Primary Schools and Examinations.*—As already noticed, there has been considerable progress in primary education. The number of schools has risen from 1,489 to 1,562, and of boys from 79,133 to 81,916, the increase having taken place in all three classes of institutions (Government and Board, Aided, and Unaided schools). Including the boys who attend the primary departments of secondary schools, 115,472 boys were receiving primary education, and of these 17·7 per cent. were in the upper primary department. Of the total receiving primary instruction 102,605 are in Government and Board schools. The number of passes by the upper primary examination (5,985) has risen 11 per cent.; and by the lower primary (12,240) 8 per cent. Of the total passing by the upper and lower primary examinations (5,985 and 12,240 respectively), 5,416 and 11,237 respectively were sent up by Government and Board schools. The expenditure on primary schools amounted to Rs. 3,19,077, mostly from District Funds, and was 3 per cent. in excess of that during the previous year. Fees have increased by Rs. 1,664. On the whole, the Director considers that there has been steady and satisfactory progress in primary schools, and in primary education generally. Since the close of the year, as already noticed, an additional lakh of rupees has been provided for primary education, and the increased expenditure cannot but lead to still further improvements.

10. *General questions.*—The number of boys learning English has risen by 10 per cent., and the percentage of native boys in secondary and primary schools receiving instruction in this language is now nearly 13. There is further evidence of the strong and growing desire that exists in all large towns for English education—a desire that does not appear likely to be checked by the measures which have been taken with the objects of throwing the burden of maintaining Anglo-Vernacular schools on private resources, and restricting State aid more and more to providing elementary vernacular instruction. The expenditure on scholarships amounted to Rs. 52,966, almost entirely in secondary schools. This is less by 7 per cent. than the amount spent in the preceding year, and it is equal to 40 per cent. of the income from fees.

The question of physical training in schools has received attention.

11. *Special School Education.*—The working of the Central Training College, Lahore, was satisfactory, and the number of names on the rolls increased from 52 to 72. For the Senior Anglo-Vernacular Certificate Examination there were 13 candidates who all passed; while all the candidates (8) for the Junior Anglo-Vernacular Certificate also passed. These results reflect great credit on the management of the institutions by the late Mr. Dick and by Mr. Bell now in charge of it. For the Senior Vernacular Examination 23 out of 31 candidates passed. There is evidently a great demand for the services of the certified English teachers turned out of this institution, who find no difficulty in obtaining suitable employment. Out of 19 candidates from the Normal School and Training College at Amritsar (an institution that, it is hoped, will be maintained) 10 gained certificates. There are at present three Government Normal Schools for primary vernacular teachers, at Delhi, Lahore and Amritsar, and

a fourth at Jullundur is about to be added. The number of students increased from 151 to 180. Out of 142 candidates 102 succeeded in qualifying for the certificate.

There are two Normal Schools for native female teachers, which had a total attendance of 52. The work done, though of an elementary character, is said to be useful.

There was a very small decrease in the number of students attending the Lahore Medical School (from 188 to 183). The average cost of educating each scholar has fallen during the last three years from Rs. 337 to Rs. 313, and Rs. 295 in the year under review. A most important measure has been carried into effect by the appointment of Dr. E. Bielby to teach Midwifery to female students ; and two professors have been added to the staff. The necessary funds for raising the status of this institution, so as to enable it to confer degrees in Medicine, have now been provided, partly by contribution from Municipal and District Funds and partly from Provincial Revenues ; and the additions to the staff have been made with a view to carrying out the object with which the funds were raised. One of the new Professors is a Native of India. The results of the final examination were that 11 out of 18 students in the English class obtained the Diploma of Licentiate in Medicine of the Punjab University, 6 students also passing from the English class as Civil Hospital Assistants. In the Hindustáni class 19 students passed their final examinations, making a total of 36.

The number of students attending the Law School of the Punjab University fell from 71 to 53. The cost of maintenance increased by Rs. 700 ; while the income from fees fell from Rs. 3,670 to Rs. 2,136. The higher educational standard of qualification now required for admission accounts for the falling off in attendance and in fees, which furnish no cause for regret.

There was a decrease in the number of students attending the Mayo School of Art ; but this was accidental, and the management of the institution during the year was such as to reflect great credit on Mr. Kipling.

The subject of technical education has recently engaged the special attention of Government, and is still under consideration.

There was an increase of 23 in the attendance at the Veterinary School, which contained 82 pupils in the year under review.

12. *Female Education (Natives)*.—The number of secondary schools for native girls fell from 5 to 4, and the attendance from 309 to 233. Of the latter number all but 24 were in the primary department. These are all Mission Schools. The number of primary schools for girls has fallen from 297 to 290. On the whole, the number of native girl scholars attending primary schools has fallen from 9,303 to 9,151 ; but there is a larger proportion in the upper primary department. The results attained at the public examinations by female candidates furnish evidence that some progress is being made. One girl passed the Punjab and two the Calcutta Entrance Examination, this being the first occasion on which a girl from the Punjab has attained to this standard. There were 14 candidates for the Middle School Examination, as against 4 in the previous year, but only 3 passed. The Lieutenant-Governor agrees with the Director that, although female education is still in a backward state in the Punjab, there are hopeful signs. It is noticed by the Director that there is at present no female Normal School or class in the Province which is able to supply competent teachers, and that, until there is a supply of female teachers possessing the necessary qualifications, there can be no really good primary schools for girls except those taught by European ladies, or by men. This want of competent female teachers is likely to continue to impede the progress of female education, and it is not easy to see how it can be supplied. Every reasonable inducement to females to qualify up to the required standard should be afforded. The Lieutenant-Governor desires to express his acknowledgments of the assistance afforded by Miss Greenfield and Miss Anderson of Ludhiána.

13. *Education of Special Classes.*—The number of secondary schools for European boys remains, as before, 8, the number of scholars having fallen slightly. The number of girls' schools also remains the same as before ; but the attendance has slightly increased. The examination results continue to be satisfactory. Since the close of the year the arrangements for opening a Punjab Chiefs' College at Lahore, with the Wards attending the Umballa School as a nucleus, have been completed; but the subject need not be noticed in detail here, as an account of the new institution will fall more appropriately within the scope of the report of the current year.

14. *Private Schools.*—There is according to the returns a falling off in the number of private schools and in the attendance at them from 12,716 with 136,177 scholars to 12,201 with 131,903 scholars. It is evident that the classification of these schools is not yet perfect, and that the returns cannot be taken as absolutely correct. Thus the increase in the number of girls' schools from 41 to 652 is merely nominal, and is due to some change in the method of exhibiting the results.

15. *Text-books.*—It was noticed in the review of the Report of 1884-85 that the Government Book Depôt had been closed, and that the work of distributing text-books had been made over to a private firm. The financial results are on the whole satisfactory. The expenditure amounted to Rs. 46,976 and the receipts to Rs. 33,626 ; but the deficiency shown by these figures is more than accounted for by the amount due from the private firm for books sold. Out of Rs. 38,102 due to Government from the firm on account of text-books sold, Rs. 13,276 remain to be realized.

The Text-Book Committee continued to render valuable assistance.

16. In conclusion the Lieutenant-Governor desires to thank the Director for his full and careful report.

ORDER.—Ordered that the above remarks be printed and circulated with the Report as usual.

Also that they be published in the *Punjab Government Gazette.*

Also that they be forwarded to the Government of India in the Home Department with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

T. GORDON WALKER,

Offg. Junior Secretary to Government, Punjab.

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CHAPTER I.

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SECTION A.—INTRODUCTION AND GENERAL SUMMARY.

General statistics.

1. The number of public educational institutions at the close of the year as shown in the returns attached to this report was 2,114; and they contained 136,971 scholars. Adding the Oriental College and School and the Law School, of which the statistics were received too late for incorporation in our tables, there were altogether 2,117 public institutions with 137,286 scholars. This shows an increase of 64 institutions and 4,293 scholars since the previous year.

2. There were, as in 1884-85, two Arts Colleges, one Government the other Aided; and there has been again a large increase in the numbers borne on the rolls of these institutions, which have risen from 225 to 307, being an increase of 36·4 per cent.

3. The number of schools for the Secondary education of boys also is the same as in the previous year, *viz.*, 96 English or Anglo-Vernacular and 127 Vernacular. These contained at the close of the year 43,716 boys, of whom 9,711 had advanced beyond the Primary Standard. The number of scholars has risen from 22,909 to 24,332 in schools where English is taught, and from 19,022 to 19,384 in Vernacular schools, being an increase of 6·2 per cent. in the former and 1·9 in the latter.

4. Primary schools for boys have increased from 1,492 with 79,250 boys to 1,564 with 81,965 boys, thus showing an increase of 3·4 in the number of scholars. There were also 34,005 boys in the Primary Departments of schools for Secondary education, so that the total number in the Primary stage was 115,970.

5. The total number of boys under instruction in Primary and Secondary schools was 125,681 and of these 1,234 were in the High, 8,477 in the Middle, 20,690 in the Upper Primary, and 95,280 in the Lower Primary stage. The proportion of boys under Secondary education to the total number attending school has risen from one in 14 to one in 13. The proportion of boys in the Upper Primary Department to the total number under primary instruction is rather less than one in six, and shows a slight improvement since the previous year.

6. The number of schools for the special instruction of males has increased from 11 to 12, and the number of scholars from 674 to 685.

7. On the whole, the number of scholars borne on the rolls of institutions for males has risen from 122,080 to 126,673, or, including the Oriental College and School and the Law School, from 122,415 to 127,028.

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8. In proportion to the number of students the increase has been largest amongst Sikhs, whilst Muhammadans hold the second place; and it has been considerably larger in Aided schools than in Government institutions.

9. The number of Secondary schools for girls has risen from 7 to 9, and the number of scholars from 496 to 607, being an increase of 22·4 per cent. Of these 98 have advanced beyond the Primary stage. The number of girls in the single Vernacular school for Secondary education has fallen from 68 to 48.

10. The number of Female Primary schools has been reduced from 309 to 299, and the number of girls has fallen from 9,851 to 9,537. Including the Primary Departments of Secondary schools the total number of girls under Primary instruction is 10,127.

11. The number of Special schools for females shown in the returns has fallen from 5 to 4, and the number of scholars from 163 to 70. This is owing to the fact that the Central Female School at Lahore has been converted from a so-called Normal school into a Primary school.

12. The total number of scholars borne on the rolls of institutions for females has fallen from 10,578 to 10,298, being a decrease of 280.

Examinations.

13. The recent examinations of the Punjab University on the Arts side as compared with those held last year show the following results :—

Entrance	233	against	294
Intermediate	59	„	29
B. A.	15	„	14
M. A.	2	„	5

14. In the corresponding examinations on the Oriental side the results were :—

Entrance	14	against	29
Intermediate	13	„	3
B. O L	2	„	2
M. O. L.	0	„	2

15 The standards of examination are liable to considerable fluctuation from year to year, but measures are under consideration for remedying this defect. The last Entrance examination was particularly disastrous to candidates from other Provinces and so-called " private students ", who are chiefly school boys not considered fit by their teachers to appear at the examination. A satisfactory feature in the recent examinations was the very large increase in the number of passes by the intermediate standard.

16. For the Middle School examination, now conducted by the Punjab University,* and the Upper and Lower Primary examinations, which are conducted by the Department, the number of passes is shown below :—

Middle School Examination...	English	1,052	against	1,225
Do. do. ...	Vernacular	697	„	853
Upper Primary do ...		6,121	„	5,501
Lower do. do. ..		12,503	„	11,559

The Middle School examination, like the Entrance, was fatal to a very large proportion of candidates from other Provinces and of private students.

7. The examinations for teachers' certificates during the last two years show the following results :—

Senior Anglo-Vernacular ...	13	against	15
Junior do. ...	10	„	0
Senior Vernacular	24	„	37
Junior do.	124	„	80

* Last year the examination of Europeans by this standard was, however, conducted by the Department.

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Expenditure.

18. The total expenditure entered in the returns amounted to Rs. 18,80,886, which shows a reduction of Rs. 29,096 or 1·6 per cent. as compared with that of the previous year. The above figures do not include the expenditure on the Punjab University,* the Oriental College and the Law School, as the statistics of these institutions were received, as already stated, too late for incorporation in the returns; and they are still incomplete. Adding this expenditure the total amounts to Rs. 19,76,943, which is less by Rs. 19,916 than that incurred in 1884-85.

19. In Arts Colleges the expenditure, amounting to Rs. 64,434, has risen by 3 per cent., a very small proportion considering that there has been an increase of 36 per cent. in the number of students. In Boys' schools for Secondary education the expenditure amounted to Rs. 5,71,550, which shows a slight apparent decrease. This, however, is due to the fact that a portion of the charges on account of the Lawrence Military Asylum at Sanáwar, properly debitable to boarding expenses, which should have been shown under miscellaneous expenditure, was shown in the returns of the previous year as expenditure on tuition. Actually there has been a small increase of expenditure. In Primary schools also the expenditure amounting to Rs. 3,23,232 exhibits a slight increase.

20. In schools for the special instruction of males the expenditure is less by Rs. 8,646. The total expenditure on institutions for males has fallen from Rs. 11,20,024 to Rs. 11,14,075, or including the Oriental College and School and the Law School from Rs. 11,48,412 to Rs. 11,46,555; but the decrease is apparent only and due to the circumstance above mentioned with regard to the Lawrence Asylum.

21. In Girls' schools for general education the expenditure amounted to Rs. 1,91,819, being slightly more than in the previous year. There was an increase of Rs. 6,554 or 13·3 per cent. in the expenditure on Secondary schools, mainly due to the fact that three European schools, which were shown in the returns of 1884-85 as Primary schools, are now included amongst institutions for Secondary education. This entailed, of course, a corresponding reduction in the expenditure shown under the head of Primary education. The expenditure shown on Primary education, on the other hand, has been raised by the addition of the Central Female School at Lahore formerly returned as a Normal school.

The reduction of expenditure on special schools for females from Rs. 16,260 to 9,116 is due to the transfer of the Central Female School above referred to.

22. On the whole, the expenditure on institutions for females has fallen from Rs. 2,07,222 to Rs. 2,00,935; but here again the difference is due to the inclusion in the previous year of a portion of the boarding charges of the Lawrence Asylum under the head of tuition.

23. The expenditure on scholarships, amounting to Rs. 1,01,570, shows a small reduction as compared with the previous year, whilst that on other charges, which amounted to Rs. 4,64,306, is less by about Rs. 16,000.

24. The expenditure from Provincial revenues as entered in the returns amounted to Rs. 6,95,667, or, adding grants to the University and the institutions connected with it, to Rs. 7,19,127. These figures show no material change since the previous year. Expenditure from Municipal funds, exclusive of contributions for University purposes, the amount of which is not known, was

* With the exception of special grants for the Middle School examination and expenses of preparing certain financial statements for Government.

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Rs. 1,54,184, or an increase of more than 7 per cent. District Committees expended Rs. 4,90,876, which shows a falling-off of nearly 3 per cent. since the previous year. Fees (exclusive of those levied by the University) amounted to Rs. 1,91,410, being an increase of Rs. 8,615. Subscriptions, proceeds of endowments and receipts from other sources (exclusive of University funds) amounted to Rs. 3,48,749 against Rs. 3,85,764 in 1884-85. This falling-off is due, as will be explained in Chapter IX, to delay in the payment to Government of money realised by the sale of text-books. The amount due on this account will be recovered during the current year.

Educational progress during the year.

25. The general progress of Colleges and schools of all kinds for the education of men and boys during the year under report has been very satisfactory. There has been a substantial increase both in the number of scholars and in the amount of fees: the proportion of scholars in the higher classes of schools and Colleges is much higher than before; and although there has been some falling-off in the numbers successful in certain examinations, in consequence of fluctuations in the standard, the results are generally good, and show in some cases very remarkable improvement.

Condition of Female education

26. The condition of female education is not satisfactory. Some of the schools for Native Christian girls are, however, very promising institutions, and it is a matter for congratulation that the Alexandra School at Amritsar and the Christian Girls' School at Lahore have this year supplied three successful candidates for the Entrance examination. In the Middle School examination also, 3 girls were successful against 2 in the previous year; and there was a large increase in the number of candidates; but they were for the most part insufficiently prepared. Amongst schools attended by girls who are not Christians the most successful apparently were some Primary schools in connexion with the S. P. G. Mission at Delhi.*

27. There is at present no Female Normal school or class in the Province which is able to supply competent teachers. Teachers of Primary schools for boys must pass the Middle School examination, and then undergo a course of training; and till we can supply female teachers of similar attainments, we can have no really good Primary schools for girls, except those taught by European ladies or by men. The Amritsar Normal School has no doubt accomplished useful work by supplying female teachers to the Primary schools of the city; but their attainments are very low, and the schools are feeble. The S. P. G. Christian Normal School at Delhi seems, I am glad to say, to have made a step in advance, as 6 of the pupils passed the Upper Primary examination and their attainments in some subjects are above that standard. This is far removed from what we require and must strive to attain; but it is at least an improvement.

28. One of the most satisfactory events is the establishment of a small school at Lahore under the name of the Anglo-Vernacular Girls' school. It is attended by the daughters of Government officials and others of good social standing. Though at present in an elementary stage, it has made remarkable progress. Hitherto it has received no grant; it owes its existence entirely to native effort, and has been established, not to please any European official, but to meet a want actually felt by its supporters. It is satisfactory again to find that 637 girls are attend-

* According to the statement supplied with the report on these schools, 8 girls passed the Upper Primary and 71 the Lower Primary examination. From the report itself, however, I should not have supposed that they were so far advanced.

ing school in the small town of Gujránwála, whilst it is reported from the Siálkot district that the male relatives of girls who have been to school show a decided appreciation of the education imparted, elementary though it is; and that the girls after leaving school sometimes apply for books to read. There are other indications that a desire for female education is springing up in some quarters, and I am sanguine as to the effects of the provisions of the new Code.

29. Amongst other measures calculated to provide female education, for which arrangements have been made, are—the provision of scholarships for girls who pass the Lower Primary examination, of substantial rewards to those who pass the Upper Primary examination, and of smaller prizes to those who acquit themselves well in any class; special inducements of various kinds to the wives and other female relatives of school-masters to qualify themselves to become teachers, and to embrace the scholastic profession; the improvement of the pay and prospects of teachers of female schools; the employment of more efficient teachers in Board schools, present incumbents being retained as assistants where they possess local influence that cannot be dispensed with; and the bestowal of khillats and rewards on persons through whose instrumentality any real and tangible improvement in female education may be effected.

Measures such as these, combined with the provisions of the new grant-in-aid rules as applied to girls' schools, will, it may be hoped, result in a great improvement in the female education of the Province.

30. The Department is much indebted to Miss Greenfield and Miss Anderson of Ludhiána, who have visited and inspected the female schools at Lahore, Amritsar, Ludhiána, Gujránwála, Jhelum, Delhi and Ráwalpindí. Miss Greenfield has supplied a very valuable report.

31. With the exception of certain schools in a few large cities, the female schools of the Province are as a general rule fully open to inspection, and it is therefore quite unnecessary that village schools should be visited by a lady. It is essential, however, to arrange for the examination of Zanána classes and of Muhammadan girls who are not quite children; and the number of pupils in Zanána classes is no doubt likely to increase largely in time to come. It has not yet been found practicable to arrange for the appointment of an Inspectress; nor would the examination of schools situated in large towns afford at present sufficient employment to warrant such an appointment.

It might, however, be a good plan to employ a lady, who should combine the duties of Superintendent and principal teacher in a Secondary or Normal school for girls with those of an Inspectress, until such time as her work in the latter capacity should be sufficient to occupy all her time.

32. During the year under report final arrangements were made for the transfer to Municipalities of all Departmental schools for general education hitherto under the direct management of the Department, with the exception of the Model or practising schools attached to training institutions. Measures have been taken to insure the rights of present incumbents, and the employment of competent persons in future. The transfer took effect on the 1st April last.

33. As a temporary arrangement half-yearly grants are made through the Accountant-General to the Municipal Committees concerned, to enable them to meet the additional burden thus thrown upon them; but it is proposed hereafter, in lieu of actual

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payments, to take over certain charges hitherto paid by the Municipalities for the Police or for other purposes. A similar arrangement, as regards the provision of funds, has been made in the case of certain Board schools, which formerly received grants-in-aid from Provincial revenues through the Education Department.

34. Plausible objections have been urged against placing the most important schools in the Province under the management of Municipal Committees, and some of them are not without weight; but there can be no doubt that the measure will be attended with some very important advantages. No public institution is more highly valued by the town population than good schools; there is, I believe, every disposition on the part of Municipalities to seek the advice and assistance of Departmental officers when these can be of service; and since it is an acknowledged object of Government to foster local self-government, it seems evident that amongst the first steps in this direction should be the transfer to local management of institutions maintained for the benefit of the people, when they have learnt, as in the present case, to understand and appreciate their benefits.

One of the chief advantages, however, of the measure under consideration lies in the fact, that it will relieve the Inspectors of Schools, who are required to examine and report on Aided schools, from the responsibility of managing Government schools of a similar class and standing, which must be looked upon to some extent as rival institutions. There can, I think, be no doubt that this must tend to promote a good understanding between the officers of the Department and the Managers of Aided institutions.

SECTION B.—EDUCATION COMMISSION'S RECOMMENDATIONS.

Measures taken in conformity with the instructions of the Government of India with regard to the recommendations of the Education Commission.

35. A full report has been drawn up for submission to the Government of India showing what has been done in accordance with the orders that had been issued with regard to the recommendations of the Education Commission. Measures had been taken to give immediate effect to most of the recommendations of the Commission before the receipt of the orders in question; so that when these orders were received, little action was required beyond carrying to completion the measures that had been already initiated.

Provision of additional funds for Primary education.

36. It was impossible, however, to expect any considerable results unless additional funds could be made available for educational purposes; and hopes of assistance having been held out by the Government of India, application was made for a grant from the Imperial revenues of two-and-a-half lakhs of rupees for the promotion of Primary education. Owing to troubles on the frontier the Government of India was unable to render the assistance that had been anticipated. By the exercise of economy, however, the Punjab Government has succeeded in providing a lakh of rupees to be spent during the current year in carrying out the objects in view. The money will be expended partly in strengthening the subordinate Inspecting Staff and improving and extending the existing arrangements for training Primary teachers, and partly on the establishment of additional Primary schools and the improvement of institutions of various kinds, including Indigenous schools in which elementary instruction is imparted.

37. In addition to the amount above referred to, an annual grant of Rs. 8,000 was made in 1883-84 to Local Bodies, chiefly in the form of the remission of existing charges, on the condition of their making an equivalent contribution from District or Municipal funds for the establishment of new schools.

Since the beginning of 1883-84 the number of boys in the Primary stage attending the public schools of the Province has risen by more than 17 per cent. and the measures now in progress will, it may be hoped, cause a very large increase of numbers.

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38. A brief sketch of the principal measures taken by the the Punjab Government in accordance with the recommendations of the Education Commission is given below :—

Brief sketch of measures taken by the Punjab Government.

(1) The circles of inspection have been redistributed, additional Assistant Inspectors have been appointed, and arrangements for improving the position and prospects of District Inspectors have been effected. By these and other measures the higher officers have been relieved to a great extent of the duty of carrying out the detailed examination of Primary schools; and provision has been made for the additional work that will be entailed by the introduction of the system of payment by results, and the increased attention that will be given to Aided and Indigenous schools. (*Vide* paras. 47—49.)

Improvement of the Inspecting Staff.

(2) Though it has not as yet been found practicable to appoint an Inspectress of Schools, ladies have been employed during the last few years to visit some of the schools in large towns, more especially where Managers object to the visits of a male Inspector. The majority of schools are, however, as already explained, open to general inspection.

Inspectress of Schools.

(3) Orders have been issued for the assemblage annually of a Departmental and a General Educational Conference; the first attended by officers of the Department, the second by such officers together with Managers of Aided schools and other gentlemen interested in education The first meetings of the General and Departmental Conference were held in May last. They proved eminently successful. A considerable amount of most important work was transacted. (*Vide* paras. 51—52.)

Educational Conference.

(4) The grant-in-aid rules have been thoroughly revised in consultation with the Managers of Aided schools, who were represented at the Conference, and arrangements have been made for the introduction of the system of payment by results, together with staff grants for certificated teachers, which will insure the employment, in the course of a few years, of duly certificated masters in all Aided schools. Special provision has been made in the rules for the encouragement of Female schools, and education in backward districts.

Grant-in-aid rules.

(5) Rules have been laid down for the award of grants on a liberal scale to Indigenous schools, and all officers employed by Government and by Local Bodies are required to bring to notice any school suitable for a grant the Manager of which may desire aid. The same rules are made applicable to Low-Caste schools, where this is desired by the Manager. (*Vide* para. 51.)

Grants to Indigenous schools.

(6) The principle that the efforts of the State should be specially directed to Primary education has been fully recognised; and rules have been laid down under which schools for Secondary education can in future be established only on the grant-in-aid principle; whilst a large portion of the total expenditure must be provided from private sources in the case of any existing Board school, if it is desired to raise the standard of instruction or to introduce the study of English.

Primary education the first care of the State.

(7) It has been determined to fix a minimum rate of expenditure on education from District and Municipal funds, the proportion that must be devoted to Primary education being laid down in the case of District funds.

Minimum rate of expenditure from District and Municipal funds.

(8) The standards of Primary schools have been revised with a view to simplification as recommended by the Commission. The elements of Mensuration have always formed a part of the

Instruction in Primary schools.

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curriculum of Primary Vernacular schools, and native systems of accounts and arithmetic have been taught in schools specially intended for the trading community. Mental Arithmetic, based to some extent on native methods, has been more recently introduced into Normal schools for Primary teachers, and other measures intended to provide for more practical instruction in Primary schools are in progress.

Departmental Schools transferred to Local Bodies.

(9) All schools for general education, formerly under the Department, with the exception of Model or practising schools attached to the Central Training College and to Normal schools, have, as already explained, been transferred to the management of Municipal Committees; and every encouragment will be afforded to the subsequent conversion of such schools into Aided institutions, when adequate guarantees of permanency and efficiency are forthcoming.

Rules for levy of fees.

(10) Completely new rules regarding the levy of fees have been promulgated in conformity with the recommendations of the Conference. They are calculated to add largely to the income derived from fees paid for secondary and higher education. A certain proportion of boys will be admitted free and a certain proportion on the payment of half fees on the ground of poverty as recommended by the Commission.

Scholarships.

(11) Revised rules for the award of scholarships have been laid down. They have been settled in consultation with the Managers of Aided schools, and are in strict conformity with the recommendations of the Commission and the instructions of the Government of India. (*Vide* paras. 51 and 91.)

Physical development.

(12) Much has already been effected for the improvement of physical development by the encouragement of manly games and gymnastic exercises; and measures are in progress for the extension of systematic instruction throughout the Province. (*Vide* para. 93.)

Boarding-houses.

(13) Rules have been adopted also for the management of Boarding-houses. These institutions hold a very important place in the educational system of the Province, being attached to all the principal Board schools for English education and to most of the Vernacular Middle schools. (*Vide* para. 51.)

Certificated teachers.

(14) The Central Training College for the supply of certificated teachers of English and of Vernacular teachers for Secondary schools was the first institution of the kind established in India. Revised rules regarding certificated teachers for both Secondary and Primary schools have been introduced, and the examinations are open to all comers, who fulfil certain necessary conditions.

Punjab Chiefs' College.

(15) Arrangements are in active progress for the establishment of the Punjab Chiefs' College at Lahore; and the project has been very liberally supported by the native nobility of the Province.

Supply of Text-Books.

(16) The Government Book Depôt has been abolished, and books are now sold by a private firm. All books that it is proposed to introduce into schools and books sent by authors for patronage are examined by the Text-Book Committee, which consists of 24 members of whom half are appointed by Government and half by the University.

Employment of native gentlemen as Inspectors.

(17) A native gentleman has been permanently appointed as Inspector of Schools on the graded staff and another has officiated for considerable periods. (*Vide* paras. 39 and 40.)

Educational test and encouragement of higher education.

(18) Revised rules regarding the educational tests required in the case of candidates for employment in the public service have been introduced; and a great impetus has been afforded to higher education by the institution of competitive examinations and other measures.

CHAPTER II

CONTROLLING AGENCIES.

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Superior Controlling Staff.

39. Mr. Ibbetson held charge of the office of Director of Public Instruction until the month of November last, when I returned from furlough and relieved him of his duties.

40. There have been many changes in the superior Inspecting Staff. Mr. Sime, the Inspector of the Lahore Circle, was transferred to the service of the Patiála State in May last as tutor to His Highness the Mahárája. After a short interval, during which the appointment was held by Dr. Stulpnagel, Lála Ságar Chand was appointed to officiate, and remained in charge till October, when he was relieved by Mr. Dick as permanent incumbent. In January Mr. Dick was nominated to officiate as Principal of the Lahore Government College, and Lála Ságar Chand received charge of the Officiating Inspectorship, which he held till the close of the official year. During the College vacation Dr. Stulpnagel, then a Professor on the College Staff, undertook the examination of the European schools of the Province, a work that he performed without remuneration and for which the Department is much indebted to him.

41. Lála Piyáre Lál held charge of the Umballa Circle throughout the year, and on the transfer of Mr. Sime to Patiála was confirmed in a graded appointment. Mr. Thompson, Inspector of the Ráwalpindí Circle, also remained at his post throughout the year. Mr. Harvey continued to hold charge of the Mooltán Circle, except during three months in the hot weather, when he was absent on privilege leave, and Bábú Harí Singh, Assistant Inspector of the Lahore Circle, officiated for him.

42. In the last report Mr. Ibbetson placed on record his sense of the great loss that the Department had sustained in consequence of the transfer of Mr. Sime to Patiála. Mr. Sime joined the Department in 1870 as Principal of the Delhi College, and after the amalgamation of that institution with the Government College at Lahore, he was employed in the capacity of Inspector of Schools. Both as Principal and Inspector his services were invaluable, and a better selection could not have been made for the post that he now occupies. His kindly disposition and high sense of duty, with the strong personal influence that he exercises over his pupils. will be as advantageous to the moral development of the young Mahárája, as his great skill in teaching must necessarily prove to His Highness' intellectual advancement.

43. In the month of April 1886 Mr. Dick, who had left Lahore to recruit his health after a severe illness, fell a victim to a sudden attack of typhoid fever. Mr. Dick was an officer of sound judgment and conspicuous ability. He entered the Department in 1870 as Professor in the Delhi College, and both in that

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capacity and as Officiating Principal and Inspector of Schools his duties were always performed with consummate tact, zeal and efficiency. When the Training College was established in 1880, he assumed charge of that Institution. His personal inclination would have led him to prefer another branch of the service; but he was the only officer available who combined with a distinguished University career the technical training that was essential for such an appointment. He yielded to my representations of the good that he might confer on the Province by carrying out the organization of the new Institution; and his efforts were crowned with the success that I anticipated. Nor was this a solitary instance of his readiness to sacrifice his own wishes, when he was able by so doing to promote the general interests of the education of the Province. He retained charge of the Training College until October last, when he was relieved by Mr. Belt, and transferred to the office of Inspector of Schools which was more congenial to his tastes.

In Mr. Dick the Department has lost a most able and conscientious officer, and those who knew him well, a true and valued friend whose place can never be supplied.

44. The Department has sustained a further serious loss in the retirement of Mr. Pearson in March last, on the completion of one year and eight months' leave on furlough. Mr. Pearson, some time a master in Charterhouse, was employed in the Education Department of the North-Western Provinces and came to the Punjab as Inspector of Schools in 1865. On one occasion he held charge for about eight months of the Lahore College and the Registrarship of the Punjab University, and he has officiated several times as Director of Public Instruction. Mr. Pearson is well known as an officer of great experience and administrative skill, of sound ability and steadfast purpose, just and considerate, and thoroughly reliable, whom nothing could induce to deviate from what he believed to be the right course. He was universally esteemed and respected, and his absence will be generally regretted.

45. Last year there were three permanent Assistant Inspectors, Lála Ságar Chand and Bábú Harí Singh in the Lahore Circle, and Lála Bhairon Parshád in the Delhi Circle; whilst Bábú Pír Bakhsh was employed as Assistant in the Frontier Districts of the Ráwalpindí and Mooltán Circles, his appointment having been sanctioned in the first instance for two years, and afterwards continued for a third. Lála Ságar Chand was employed, as already stated, as Officiating Inspector during a considerable portion of the year; and Lála Bhairon Parshád acted during the whole year as Head Master of the Delhi Government School, an appointment in which he was confirmed in March last. He was succeeded by Lála Kanhaiya Lál, Assistant Superintendent of the Central Training College. Bábú Jái Gopál Singh, District Inspector of Amritsar, officiated during the year as Assistant Inspector, partly in the Lahore and partly in the Umballa Circle, and Lála Amolak Rám, Head Master of the Gurdáspur School, and Muhammad Yusuf 'Alí, District Inspector of Jullundur, acted for shorter periods.

Subordinate Inspecting Staff.

46. The work of the District Inspectors and Chief Muharrirs has been in general highly satisfactory, and arrangements have been made for the retirement of two of these officers, who are somewhat too old for the work, and the removal of a third who is inefficient.

The Education Commission recommended that the Inspecting Staff should be increased so as to be adequate to the requirements of each Province, and that the remuneration of subordinate inspecting officers should be reconsidered with due regard to their enhanced duties and responsibilities. His Excellency the Viceroy, in reviewing the report of the Commission, gave expression to similar

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views. In his last report Mr. Ibbetson recorded his opinion that the Inspecting Staff was the weakest point in the Punjab Education Department. The officers he considered efficient, as a rule, and in many instances conspicuously so; but neither had their numbers been augmented nor their position improved for many years, whilst the work to be done had increased enormously. The result was that the superior staff were burdened with much necessary work that should be done by inferior agency, to the detriment of their more important duties. In these views His Honor concurred; but funds were not then available for strengthening the Inspecting Staff.

Reorganization of Circles of Inspection and improvement of the Inspecting Staff.

47. Since the close of the year under report the Circles of Inspection have been reorganised and funds have been provided for the improvement of the Inspecting Staff. The number of Assistant Inspectors has been raised to seven, and every District—except Simla and Kohát, where the number of schools is too small to justify the employment of an inspecting officer—will in future be provided with a District Inspector. At present in eight of these Districts Chief Muharrirs are employed instead of District Inspectors. The duties of these officers are the same; but the salary and the position of a Chief Muharrir are lower than those of a District Inspector. On the whole, the pay and prospects of local inspecting officers have been greatly improved, and the most efficient of them may hope to become Assistant Inspectors, whilst Assistant Inspectors of conspicuous merit and ability are now eligible for employment as graded officers.

48. The Circles of inspection have been made to correspond with the Revenue divisions of the Province. The Delhi, Jullundur Lahore and Deraját divisions each constitute a Circle of inspection, whilst the Ráwalpindí and Pesháwar divisions are comprised in the same Circle. The Delhi and Jullundur Circles are each provided with an Inspector and Assistant Inspector, whilst the Inspector of the Lahore Circle, who has charge of European schools, and the Inspector of the Ráwalpindí Circle, whose duties extend over two divisions, are each allowed two Assistants. The Deraját, which is of vast extent and contains a comparatively small number of schools and scholars, has been placed under an Assistant Inspector in independent charge.

Under the new arrangements work will be more evenly distributed; the Inspector of the Lahore Circle, who is required to visit and examine numerous European schools in the hills, will be relieved of the Kángra District, with its hill schools for natives, and he will be relieved also of the necessity of holding a detailed examination of Primary schools; the other three Inspectors will be relieved of this latter duty to a very great extent; and a highly paid European official will no longer be expected to traverse the Deraját, a practice that involved great waste of power.

Doctor Stulpnagel has been placed in charge of the Lahore Circle, with Bábús Harí Singh and Jai Gopál Singh as Assistants. Lála Piyáro Lál retains charge of the Delhi Circle, which contains most of the districts comprised in the old Umballa Circle, with Lála Kanhaiya Lál as his assistant. Mr. Harvey has charge of the Jullundur Circle, with Lála Ságar Chand as assistant: the latter is at present officiating in the Lahore College, and Lála Amolak Rám is acting for him as Assistant Inspector. Mr. Thompson retains charge of the Ráwalpindí Circle, where Lála Thákar Dás, late Head Master of the Delhi Normal School, and Bábú Pír Bakhsh, are employed as assistants; and Muhammad Yúsuf Alí, late District Inspector of Jullundur, has been placed in charge of the Deraját Circle as Assistant Inspector.

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49. The Inspecting Staff has not been strengthened to so great an extent as was contemplated, at a time when liberal assistance from the Imperial revenues was anticipated; but I hope that it will now prove adequate for the work that it will be required to perform. Some modification of the existing system will be necessary. The Departmental schools that have now been transferred to the management of Municipalities will require fewer visits from the Inspector than were considered essential at a time when they were under the direct control of that officer, and on the same principle other Board schools will receive fewer visits from District Inspectors than the number prescribed, at a time when such schools were managed entirely by Deputy Commissioners working through their District Inspectors or Chief Muharrirs. Two other causes will tend to render the constant supervision of Educational officers less necessary in the case of Primary schools. In the first place, these schools will be fully supplied in the course of a few years with trained teachers, and in the second place, it has been determined to apply the system of payment by results to a considerable number of these institutions: an arrangement that will compensate, to a great extent, for the less frequent visits of the Inspecting officer, by the stimulus to exertion that will be afforded to the teachers. District Inspectors will no doubt take, for some time to come, a considerable part in the management of these schools, in the capacity of advisers to Local Bodies; but their interference in details will gradually diminish as the Boards become more familiar with the work. On the other hand, the duties of the Inspecting Staff will be largely augumented by the introduction of the system of payment by results, and the special attention that will be devoted to the development of Aided institutions and the improvement of Indigenous schools, and it is only by relieving the officers concerned of a portion of their former work that they could be enabled to perform these additional duties; unless the staff were strengthened to an extent that would be quite impracticable at the present time.

Educational Conferences.

50. It has been resolved to hold annually at Lahore, two Educational Conferences, a Departmental Conference of officers of the Education Department and a General Conference of such officers with Managers of Aided Schools and other gentlemen interested in education. The first General Conference was held at Lahore in May last, and was followed by the Departmental Conference.

The General Conference was attended by Mr. Ibbetson, by the Inspectors and Assistant Inspectors of Schools, by six representative Managers of Mission Schools, by six Native Gentlemen interested in education, several of them being Managers of Native Schools, and by myself. The Departmental Conference was attended by the officers of the Department who took part in the General Conference.

Subjects considered by, and the results of, the General Conference.

51. At the General Conference the rules and regulations and other matters contained in the first eight chapters of the new Education Code were fully considered. The subjects treated in these chapters are the following:—

I. Definitions and classification.
II. Grant-in-aid rules for Colleges and Public schools.
III. Grant-in-aid rules for Indigenous schools.
IV. Certificated Teachers.
V. Standards of Examination.
VI. Fees.
VII. Scholarships.
VIII. Boarding-houses.

The general results of the Conference were thus summarised in a Resolution on the subject that appeared in the *Government Gazette:*

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"The new grant-in-aid rules for Colleges and Public Schools, which provide for the introduction of a system of payment by results, will, it is believed, do much for the improvement of Secondary schools and the extension of primary education, and the rules for grants to Indigenous schools will afford the means of making throughout the Punjab a systematic effort to improve these institutions without destroying their distinctive character. The grant-in-aid rules, together with those regarding certificated teachers, will insure the employment of trained men in the Aided schools of the Province. The standards of examination for Primary schools have been revised, a series of standards has been laid down for the determination of grants by results to Indigenous schools, and the rules regarding certificate examinations have been recast and embodied in the Code. A substantial increase in the rates of tuition fees for Secondary schools has been effected, and provision has been made for a further annual increase in the case of Anglo-Vernacular schools and Arts Colleges. Various points with regard to scholarships that still demanded consideration have been determined, and the amended rules will now be embodied in the Code. The regulations regarding boarding-houses are calculated to insure the efficient management of these institutions, which now hold a very important place in the educational system of the Province."

The first General Conference proved eminently successful; not only as regards the work already accomplished, which is by no means inconsiderable, but also as regards the hope that it holds out for the future; and it has shown the great advantage of submitting educational questions to the free discussion of such a body as that which assembled on this occasion.

Questions discussed at the Departmental Conference.

52. At the Departmental Conference the following questions were discussed, besides matters of detail affecting the working of the Department, but of no general interest:—

1. The redistribution of Circles of inspection.
2. Measures to be taken for strengthening the subordinate inspecting staff.
3. Measures to be taken for extending and improving Normal schools.
4. Manner in which the amount available for boys' schools out of the sum of one lakh provided for the extension of Primary Education should be laid out on schools of various descriptions.
5. Measures to be taken for the improvement of Primary schools for girls with special reference to the funds now provided.
6. Scheme of studies for Zamíndárí schools.
7. Revised rules regarding the conditions under which existing Primary Board schools may be raised to the grade of Middle schools, and Middle schools to High schools, and the study of English may be introduced in Board schools.
8. Application of the system of payment by results to Primary schools under District Committees.

Most of the recommendations of the Conference have received the general approval of Government; and some of them have been already carried out, whilst others are in progress.

Educational work of Tahsíldárs.

53. Tahsíldárs have shown in many Districts a commendable interest in education; but the amount of attention that is given by these officers to the schools within their jurisdiction varies greatly, and in not a few cases their educational duties have been wholly neglected.

The following remarks regarding the work of Tahsíldárs are taken from the Inspectors' reports:—

"*Umballa circle.*—The Tahsíldárs and Náib-Tahsíldárs with two or three exceptions, among whom Bábú Jugal Kishor of Ballabgarh in the Delhi District is the most prominent, have given little attention to the educational part of their duties. The instructions contained in Financial Commissioner's Circular No. 55, dated the 3rd December 1883, have in

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some cases been utterly disregarded. In my tour through the Umballa district I came across a school which had not been visited by either the Tahsíldár or his Náib for the last six or seven years and another which had not been inspected for three years. The construction and repairs of school buildings, generally entrusted to officers of this class, are not carefully supervised. There are some who will not visit a school because they are unable to examine the boys in the several subjects of their study, as if this was the chief part of their duty. There are others who will unnecessarily interfere in the management of the District Inspector. Generally speaking the visits of Tahsíldárs to schools within their jurisdiction are cursory and attended with very little advantage."

"*Lahore circle.*—The instructions conveyed in the Financial Commissioner's Circular No. 55 of 1883, with regard to the duties of the Tahsíldárs towards schools, have borne to some extent good fruit, and their visits to schools are becoming more frequent. Thus it is on record that Tahsíldárs of the Siálkot district and their Náibs visited all the Primary and a few Middle schools within their parganahs. In the Lahore District the visits of the Tahsíldárs and Náib-Tahsíldárs are praiseworthy. Thus, for instance, one school was visited five times during the year, 7 schools received four visits, 8 schools three visits, 11 schools two visits, 11 schools one visit, and only 4 schools remained without being visited.

"From the Ferozepore District Report it appears that Munshí Gopál Sahái of Moga, Munshí Rajab 'Alí of Fázilka and Munshí Iláhí Bakhsh of Zíra, take special interest in education.

"The Tahsíldárs of the Amritsar District do not seem to concern themselves greatly with education, though some improvement is visible compared to their visits in the previous year. About 24 schools were unvisited. On the other hand, it is stated that the Honorary Secretary of the District Board paid a visit to almost all the Middle schools and a few of the Primary schools.

"With the exception of the Tahsíldár of Háfizábád the schools received hardly any visits in the Gujránwála District.

"In the Jullundur District the Tahsíldárs of Nakodar and Nawáshahr deserve favourable notice for their interest in schools.

"The Tahsíldárs of Gurdáspur, Batála and Shakargarh Tahsíl of the Gurdáspur District and their Náibs are mentioned as having specially interested themselves in behalf of education. The Tahsíldár of Pathánkot seems not to have paid any visits at all to the schools in his parganah, and his Náib only visited 3 schools

"The Kángra District received a fair share of visits from the different Tahsíldárs, with the exception of the Núrpur, Hamírpur and Dehrá Tahsíls."

"*Ráwalpindí circle.*—There were 18 tahsíls in the circle, in which the Financial Commissioner's order, for every school to be inspected at least once in the year by the Tahsíldár or his assistant, was not strictly carried out during the year.

"Some of these tahsíls need not be named, as the omission in them is hardly worth noticing. The following statement shows those tahsíls which ought to be taken notice of, if the Financial Commissioner's order is not to be looked on as a dead letter :—

District.	Tahsíl.	No. of Schools established.	No. of Schools *not* inspected by school authorities.
Rawalpindí	Gujar Khán	19	8
"	Fatehjang ...	5	3
Sháhpur	Bhera	10	7
"	Sháhpur	13	4
Gujrát	Gujrát ...	17	17
"	Phalián	13	5
Peshávar	Peshávar	9	4

"With regard to the above it may be mentioned that the Tahsíldár of the Gujrát Tahsíl, whose neglect of his schools was also noticed in a former report, has, I hear, lately retired on pension."

"*Mooltan circle.*—The Tahsíldárs in general are taking a more intelligent view of the nature of their duties than used to be the case, and in particular those of Dera Ghází Khán may be mentioned. But there is much of personal motive and not much of public enthusiasm prompting the efforts of many. Several of the younger Náib-Tahsíldárs are active in visiting the schools, and express sound views on education."

CHAPTER III

UNIVERSITY EDUCATION

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54. The Fourth Convocation of the Punjab University was held on the 2nd December 1885, when degrees were conferred on students who had been successful in the higher examinations; and meetings of the Senate were held on the 30th April, 6th May, 30th June, 18th November 1885 and the 11th January, 30th January, and 4th March 1886. The Punjab University.

55. During the year the internal affairs of the University have continued to occupy much attention, and a special inquiry has been made regarding the state of its finances. His Honour the Lieutenant-Governor has personally devoted a great amount of time and labour to a thorough and detailed examination of the whole question; and the result of his investigation has been set forth in three Resolutions. Resolutions of Gvernment on the affairs of the University.

The first of these Resolutions dealt with the general financial condition of the University from an accounts point of view.

The second dealt with the general principles on which the University was founded, as regulating the application of the general funds, that is to say, the funds which have been subscribed without any express direction by the donors as to the precise object to which the money was devoted. This Resolution contained a complete history of the University movement from the first beginning up to the present time.

The third Resolution dealt with the relations of the University to the Oriental College and School.

A fourth Resolution, not yet issued, will deal with the management of specific trust funds and endowments.

This Resolution will conclude His Honour's review of University affairs. It has been delayed for want of a reply from the Senate to letters calling for certified copies of correspondence relating to the trust funds, and accounts showing the manner in which these trusts have been discharged from the very commencement. It would appear that considerable difficulty has been experienced in supplying the information required; but it is understood that a report will be furnished shortly to Government.

It would be out of place for me to attempt to examine in detail, or to set forth at length within the limits of an annual report, the questions that have been sifted with so much labour and impartiality by the Lieutenant-Governor himself, and so exhaustively treated in the Resolutions issued by Government. It will suffice to indicate briefly by quotations from the Resolutions in question the conclusions at which His Honour arrived.

56. As regards the general financial condition of the University it is stated that:— General financia condition of the University.

"In May 1884, the attention of His Honour the Lieutenant-Governor was directed to this subject, and the Registrar was requested to bring to the notice of the Senate the serious state of things disclosed by the Trustees' statement of accounts for 1882.

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In February 1885, the Registrar, under instructions from the Syndicate, applied to Government for an advance of Rs. 10,000 to meet the current expenditure of the University and to provide for the expenses of holding the Middle School Examination. The Lieutenant-Governor considered the fact that such an application had been found necessary was further evidence of the unsatisfactory financial position of the University, and he sanctioned the advance only on condition that a Committee should be appointed by the Senate, of which the Accountant-General was to be a member, to examine and report fully upon the funds, cash balances, income and expenditure of the University for each year since its constitution under heads of account to be specified by Government. * * *

"In accordance with the request of Government, a Committee was appointed by the Senate at the close of April 1885 to report on the matters regarding which information was required. * * * *

"The investigations were chiefly made by Mr. Barkley, Judge of the Chief Court, Mr. Logan, Accountant-General, and Pandit Rám Naráyan. The conclusions they arrived at and the recommendations they made have been practically endorsed and approved by the Senate, which has recorded a well-deserved acknowledgment of the patient and laborious investigation made by the Committee and the invaluable report it has submitted. * *

"Although the financial condition of the University has improved somewhat within the last two years in consequence of the investigations that have been insisted on, it is still far from satisfactory, and for the four complete years of its working there is a deficit, which on 31st December 1886 will not be less than Rs. 20,747. It therefore becomes the imperative duty, not only of the Senate, but of Government, to ascertain carefully the causes to which this condition of things is traceable, and the heads of account under which the income can be improved or expenditure diminished, and to apply without flinching such remedies as the circumstances of the case require.

"Leaving out of account the Government grants-in-aid, the gross independent income of the University consists of—

	Rs.
(1) Interest on Funded Capital	15,322
(2) Subscriptions, &c., estimated for 1886 at ...	11,000
(3) Fees estimated for 1886 at	29,000
(4) Miscellaneous estimated for 1886 at ...	3,100
	58,422

"The interest on the funded account has been practically stationary since the University was founded. It is to be hoped that the Committee recently appointed to develop the income of the University will be able to obtain additions to the Funded Account, but the interest only will be available for current expenditure, so that relief in this direction will necessarily be slow. The miscellaneous head is unimportant, and cannot under any circumstances, be relied on as a permanent source of improved income. There remain, therefore, only the two items of subscriptions and fees. * * * * * * *

"The strenuous exertions of the Standing Committee recently appointed will probably succeed in keeping the subscriptions up to this figure (Rs. 11,000), and may succeed in increasing them. But this source of income will always be fluctuating, and is at best precarious. * *

"The Examination Department is clearly the elastic and expanding source of income to the University. But additional and progressive expenditure under this head is a certainty. The due remuneration of examiners and arrangements for the proper conduct of examinations, both Oriental and English, and especially the latter, is morally the first charge upon the fee income and the Government grant for the Middle School Examination; and until these are thoroughly and in all respects satisfactorily provided for, the surplus income from examinations ought not to be considered as available for other expenditure."

It is shown in the same para. that in 1885 the income from examination fees together with the Government grant for the Middle School Examination exceeded the expenditure by nearly Rs. 16,000.

"It is clear that the Oriental Faculty is *par excellence* the spending department. * * *

"In addition to all other sources of income whatsoever, the Oriental side of the University has absorbed, on an average of four years, more than 26 per cent. of the general Government grant, leaving nothing but the balance of that grant available to meet expenditure of every other kind. It is therefore certain beyond dispute that the statements which have been repeatedly made to the effect that the Oriental Department has not received its fair share of money have no foundation in fact. On the contrary, it may be stated roundly that the financial embarrassments of the University are due entirely to inordinate expenditure in the Oriental Department."

It may be added that though, as noted above, the income on account of examinations exceeded the expenditure by about Rs. 16,000, it was impossible to make adequate provision for the remuneration of examiners and the conduct of examinations, because the money that should have been available for the purpose was required to meet the expenditure in the Oriental Department.

"It was mainly for the purpose of putting a check on the growth of this expenditure that, at the meeting on 6th May 1885, the Senate resolved that for five years, commencing 1st April (afterwards changed to 1st July) 1885, and ending 31st March 1890, a fixed sum should be annually allotted for the Oriental College and School from the general funds of the University. The allotment is made subject to the conditions—

(1) that the Oriental College and School are, and continue to be, in the judgment of the Senate, efficiently managed; and

(2) that the general financial condition of the University from year to year admits of the same.

"This allotment was to be given in addition to anything due as endowments, trusts and University scholarships (as distinct from stipends of an eleemosynary character); and all tuition fees, subscriptions and money given exclusively for the College and School were to be credited to the College and School, and any balance at the close of the year was to be carried to credit of the following year. The express object of the arrangement was gradually to make the College and School self-supporting, and thereby release the general funds for other purposes of the University. The allotment made for the year 1886 is Rs. 24,528. * * *

"The Finance Committee did not enter upon a detailed consideration of the special allotment to the Oriental College and School apparently because the allotment had only recently been made on the recommendation of a special committee, and was understood to be a fixed grant. This the Lieutenant-Governor regrets: for, although the allotment is under all ordinary circumstances a fixed one, it is given on the express condition that the funds of the University admit of it. Therefore it comes very properly under review whenever the general financial condition of the University is being dealt with. The expenditure under this head (from which some donations for specific purposes and of no great amount are excluded) is entirely voluntary, and consists of the items noted in the margin. On the other hand, there may be said to be no income at all, as the fees from the Oriental College and School amount in four years to only Rs. 1,340, or about Rs. 330 a year. In 1885 the fees actually realized amounted to only Rs. 219. Even if the very improbable sum of Rs. 600, which it is believed the College Committee expect in 1886, be reached, it is still very trifling. This then is not only *par excellence* the spending department of the University, but also the non-productive department. It must be remembered that, besides the special allotment of Rs. 24,528, the College enjoys the services of the whole staff of endowed Readers and Translators, and has the benefit of a very large number of endowed, special and other University scholarships" (the latter costing nearly Rs. 11,000). "On a consideration of the figures before him, the Lieutenant-Governor feels himself bound to repeat the warning he has more than once already given—that, if the University is to preserve its financial equilibrium, the whole question of expenditure in the Oriental College and School must be investigated and dealt with in a more thorough and systematic manner than has

	Rs.
Superintendence ..	6,000
Staff	13,240
Oriental Library ..	200
Boarding House ...	960
Stipends	3,828
Prizes	300
Total ...	24,528

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yet been done. The general allotment of Rs. 24,528 seems to him not only more than the Oriental School and College as at present managed ought to receive, but very much more than the University finances can, under present circumstances, afford. It seems to him nothing short of a scandal not only that so enormous and costly a staff should be employed with so infinitesimal a return in the shape of fees, but that there should be in the Oriental College and School so large an annual expenditure on purely charitable stipends, and that stipends or scholarships should, in some instances, have been drawn by the same person for eight, ten, and even fourteen years. Till all this is thoroughly reformed, the Lieutenant-Governor can hold out no hope whatever of an increase to the Government grant; but it may become necessary, in making the grant hereafter, to direct its distribution and appropriation to specific purposes. Whether this may have to be done will probably depend on the financial results of the current year.

In the meantime the Lieutenant-Governor would counsel the careful husbanding and improvement of all sources of income, a thorough and very rigid overhauling of all expenditure, and very careful adherence to the new financial rules which have been approved by the Senate on the recommendation of the Finance Committee."

Application of the funds of the University.

57 As regards the application of the funds of the University, after an exhaustive history of the University movement, and after showing that whilst the expenditure on English education is of trifling account and not half what it was fifteen years ago, that on purely Oriental education has enormously increased and absorbs nearly double the entire amount derived from subscriptions and the proceeds of endowments (from which the absurdity of the assertion that such funds had been diverted to other purposes against the wishes of the donors is apparent), His Honour thus continues:—

"Nothing indeed has struck the Lieutenant-Governor more, in connection with this question, than the equally vague and reckless way in which it has been asserted that the wishes of the founders of the University have been systematically disregarded, and the general funds diverted from Oriental to English purposes, contrary to the wishes of the donors. No attempt is ever made to specify the improper purposes to which the general funds have been applied or the particular principles which have been violated. * * * * It is in order, if possible, to bring this vagueness and general assertion to the test of actual fact, that the Lieutenant-Governor has endeavoured in so much tedious detail to ascertain what are the real principles on which the University is founded, who were the original benefactors of the University, what was the amount of their contributions to the general fund, and what are the conditions to which those contributions are subject. And here he cannot refrain from repeating his conviction, after a patient study of the history of the University from all available sources, that, if there has been any departure from the original intention of the founders, the wishes of the principal benefactors, or the conditions on which the University was sanctioned, it has been rather by neglect to give high English education that prominence, side by side with Oriental Classics, which was insisted upon from the outset by the warmest promoters of the University movement, by none more repeatedly or emphatically than Sir Donald McLeod himself. It has been by neglect to 'guard* against recurrence to the practically useless system pursued heretofore in the purely Arabic and Sanskrit institutions of the country,' and by failure to fulfil the condition, insisted on by the Government of India, that 'the teaching to be afforded through the medium of vernacular languages shall be free from the patent errors which prevail in ancient and even in modern vernacular literary and scientific works.' It is only by purging out all known error from its teaching, and by restoring English to the place, side by side with Oriental study, which it was originally destined to hold, and which the promoters of the University movement by special resolutions on 23rd March and 25th May 1868 determined it should hold, that the Punjab University can prove true to itself, and can hope to enrich the vernacular languages and literature, and open up through their medium to the people of India the rich mines of European thought and culture. That it will yet attain to its high ideal, the Lieutenant-Governor does not cease to hope in spite of the bitter and utterly profitless controversies which have of late impaired its usefulness."

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Relations of the University to the Oriental College and School

58. The third Resolution deals, as already stated, with the relations of the University to the Oriental College and School. Various erroneous assertions had been promulgated as to the origin of these institutions. They were alleged to have originated in a school established by the Anjuman-i-Punjab in 1865, and it was even made to appear that the University itself owed its origin to such an institution. The contributions of native chiefs were said to have been made for the support of the school in question, to have ceased when it was temporarily closed, and to have been renewed on a liberal scale in consequence of its re-establishment. Extravagant claims were advanced in behalf of the Anjuman and the Oriental College, of which it was said to have laid the foundation. Some of these statements had even made their appearance in successive editions of the University Calendar. After examining the question in detail and showing that the statements referred to were entirely destitute of foundation, and that so far from contributing money for University purposes, as has been frequently asserted, the Anjuman had actually borrowed money* from the University funds, which had never been repaid, and after categorically stating the conclusions arrived at, the Resolution proceeds as follows :—

"These conclusions, which the Lieutenant-Governor considers to be fully justified by the facts, may seem to be stated too nakedly and harshly. But when the obscurity in which matters have hitherto been allowed to rest has furnished ground for acrimonious controversy, and even for charges of breach of faith,—charges which are easy to bring though not always easy to refute, and which, even when refuted, are apt to leave some poison of suspicion behind,—it is incumbent on the Local Government, upon whom the duty is imposed of requiring that the proceedings of the University shall be in conformity with its obligations, to give no uncertain sound as to what it considers those obligations to be. The investigation of these matters has been a very laborious task, in which the Lieutenant-Governor has had no pleasure; and he thinks it necessary to state the conclusions at which he has arrived categorically, and in as plain language as he can command. The Lieutenant-Governor is anxious that he may not be understood as either calling in question the very great services rendered by the Anjuman to the Punjab University, or the importance of maintaining an Oriental College and affording encouragement to the enlightened study of the Eastern classical languages and improving the vernacular literature. He yields to no one in his acknowledgment of the past services of the Anjuman, though he can find no foundatiom in them or in anything that has occurred for the claims advanced in the document forwarded by that Society through the Senate. And while he has continuously and consistently, from the very commencement of the University movement, of which he was one of the very earliest promoters, advocated the establishment of an Oriental College, he has never concealed his conviction that the vernaculars of the country do not as yet afford the materials for conveying instruction of a high order, and that a knowledge of English is indispensable to any native of India who desires to prosecute high literary and scientific studies. This, indeed, was one of the accepted principles of the original University movement* in the Punjab; and at the meeting of 25th May 1868, at which the Punjab letter to the Government of India advocating the establishment of a Punjab University was read, one of the four amendments moved and carried was, 'that a clause be added directing that provision be made for duly recognizing and honouring English, though uncombined with proficiency in Arabic or Sanscrit.' The Lieutenant-Governor, Sir D. McLeod, in his address at the inauguration of the Punjab University College, "deemed it certain that, without a large infusion of European literature and science with the studies to be promoted by the establishment of the proposed institution, the object in view could not possibly be obtained;" and holding these views he successfully objected to the designation of the institution as an 'Oriental' University."

* Extract from a Resolution passed at a general meeting of those interested in the promotion of the University held at the Lawrence Hall on 23rd March 1868. "(2) That whilst the highest honours of the University be reserved for those who attain the highest forms of education which it is admitted can only at present be attained by those possessing a thorough knowledge of English, the University shall also recognize and honour literary merit and learning in the case of those unacquainted with the English language."

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UNIVERSITY EXAMINATIONS, 1886.

Examinations		Government Institutions.	Oriental College.	Other Provincial Institutions.	Extra Provincial Institutions.	Private Students.	Total.
Calcutta Entrance	Institutions	1		12		.	13
	Candidates .	2	..	43		1	46
	Passes ...	1	...	19		.	20
Punjab Entrance (Arts)	Institutions ...	13	1	20	15	.	49
	Candidates ...	294	1	228	77	194	794
	Passes ..	128		76	8	2	233
Calcutta First Arts	Institutions ..	1	...	...	...	..	1
	Candidates ...	2	...	...	...	..	2
	Passes	...		.		.	
Punjab Intermediate (Arts)	Institutions	1	1	2		.	3
	Candidates	92	6	23	...	28	149
	Passes .	40	1	10		8	59
Punjab B.A .	Institutions	1		1	..	.	2
	Candidates ..	26	...	5		4	35
	Passes ...	12	...	1		2	15
Punjab M.A. . .	Institutions	1	..				1
	Candidates ..	4	..	...			4
	Passes ...	2	...	..			2
Punjab Entrance (Oriental) ...	Institutions	2	1	1			4
	Candidates	12	14	4	..	13	43
	Passes ...	4	4	1	...	5	14
Punjab Intermediate (Oriental) ...	Institutions ...	...	1	..	...	...	1
	Candidates ..	..	12	...	...	4	16
	Passes ...	..	10	...	...	3	13
Punjab B.O.L. .	Institutions ..		1	...	.	.	1
	Candidates	.	2	..	...	.	2
	Passes ...	.	2	...	...		2
Punjab M.O.L.	Institutions .	.	1	...	...		1
	Candidates ..	...	1	..	...	..	1
	Passes	...	...	..	...		
Proficiency in Sanskrit (Pragya)	Institutions	1	1	8	5	...	15
	Candidates	1	9	22	15	1	48
	Passes		5	16	8	..	29
High Proficiency in Sanskrit (Vishárad).	Institutions .		1	2	1		4
	Candidates ..	...	13	3	1	2	19
	Passes	...	7	1	...	.	8
Honours in Sanskrit (Shastri)	Institutions ..	...	1	...	1		2
	Candidates ..	...	3	..	1	.	4
	Passes	...	...	..	1		1
Proficiency in Arabic (Maulavi)	Institutions	...	1	2	3	...	6
	Candidates .	...	6	7	9	...	22
	Passes .	...	3	3	2		8
High Proficiency in Arabic (Maulavi 'Alim).	Institutions	...	1	1	1		3
	Candidates	.	1	1	1	1	4
	Passes ..	...	1	1	...	..	2
Honours in Arabic (Maulavi Fazil)	Institutions ..	...	1	..	...	.	1
	Candidates ..	. .	1	...	...	3	4
	Passes ..	. ..	1	..	...	3	4
Proficiency in Persian (Munshi)	Institutions .		1	6	6	...	13
	Candidates		8	17	28	5	58
	Passes		7	10	20	...	37
High Proficiency in Persian (Munshi 'Alim).	Institutions . .	..	1		3	..	4
	Candidates ...	...	3		6		9
	Passes ..	...	2	..	3		5
Honours in Persian (Munshi Fázil)	Institutions ..	..	1	2	1	.	4
	Candidates ...	..	6	4	1	3	14
	Passes	.	6	1	.	2	9
Civil Engineering (First Examination).	Institutions .	.	1	...	. .	.	1
	Candidates .	..	3	...		1	4
	Passes		3	...	.	1	4
Law (Preliminary Examination)	Institutions	.	..		...	..	.
	Candidates	..	..			..	16
	Passes .	..				..	12
Law (First Examination)	Institutions	..	...	...	. .	..	
	Candidates ...	Information not supplied.				.	68
	Passes					...	15
Law (Final Examination)	Institutions ..		..			.	.
	Candidates ...	..				..	90
	Passes	.				...	27
Medicine (First Examination)	Institutions ..	1			9		1
	Candidates .	15	.	..	..	...	15
	Passes	8	..	..	..	...	8
Medicine (Final Examination) ...	Institutions ...	1	...	...	. .		1
	Candidates ...	14	...	...	...	..	14
	Passes ...	7	...	...	...	...	7

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University Examinations

59. On the opposite page is a table showing the results of the University examinations for the year.

The number of candidates sent up by Punjab schools for the Calcutta Entrance, which was, last year, reported to have fallen from 96 to 88, is now reduced to 45; and of these 2 only were supplied by Government institutions. Twenty were successful in the examination against 32 in the previous year, and of these 8 were Europeans and 3 native Christians, 2 of the latter being girls. For the Calcutta First Arts Examination there were 2 candidates who both failed.

The number of candidates for the Punjab Entrance Examination on the Arts side rose from 648 to 794 whilst the number of passes fell from 294 to 233. In both Government and Aided schools there was an increase in the number of candidates and a falling off in the number of passes; but this was most conspicuous amongst candidates from other provinces and "private students." Of the former there were 77 of whom 8 passed, against 21 of whom 6 were successful last year, and of the latter no less than 194 of whom 21 passed, against 134 of whom 33 were last year successful.

The so-called "private students" consist largely of youths from Government and Aided schools who have not completed the prescribed course of study; and as the masters or managers will not send them up they present themselves under the name of private students. In the Punjab indeed the term "private student" when applied to boys who have not matriculated is almost synonymous with "a youth whose teachers consider him unfit to appear at an examination." Oriental teachers employed in Government schools and other adults, however, sometimes pass the Entrance Examination; and English teachers often appear at the higher examinations.

For the Intermediate Examination there were 149 candidates of whom 59 were successful, against 81 candidates and 29 passes last year. For the B.A. Examination there were 35 candidates and 15 passes, against 24 candidates and 15 passes last year. For the M.A. Examination 4 candidates presented themselves of whom 2 were successful, whereas last year 5 went up and all passed.

For the Entrance Examination, Oriental side, there were 43 candidates and 14 passes, against 54 candidates and 29 passes last year. For the Intermediate Examination the number of candidates was 16 of whom 13 passed, against 5 candidates last year of whom 3 passed.

For the B.O.L. Examination there were 2 candidates, who both passed, and for the M.O.L. Examination one candidate who failed. Last year there were two candidates for each of these examinations and they all passed.

For the Oriental Titles Examination 182 candidates presented themselves of whom 103 were successful, against 250 candidates of whom 90 passed last year. Extra Provincial Institutions contributed 62 candidates of whom 34 passed, against 89 last year of whom 27 passed. In the Professional examinations 73 candidates out of 207 were successful. Last year 50 passed out of 191.

The question of taking measures to ensure fixity of standard and otherwise improve the arrangements for the conduct of the University examinations has been considered by a Sub-Committee, who have submitted their report to the Syndicate. As their recommendations included changes of a radical nature and were submitted at a time when many influential members were absent from Lahore, the Syndicate determined to postpone the consideration of the report till the early part of the cold season.

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Lahore Government College.

60. The report on the Lahore Government College is printed as Appendix A. Dr. Leitner held charge of the office of Principal till 2nd January last, when he obtained privilege leave and was relieved by Mr. Dick. This officer was shortly compelled to take leave on medical certificate, and made over charge to Dr Stülpnagel. In February Dr. Leitner rejoined, and retained charge until the close of the year. Since then he again obtained leave, making over charge to Dr. Stülpnagel. On the transfer of the latter officer shortly afterwards to the Inspectorship of the Lahore Circle, Mr. Lewis was appointed to officiate.

In the last report Mr. Ibbetson remarked that the number of students had increased during the past two years by 80 per cent. At the close of the year under report the number had risen to 218, being a further increase of 33 per cent. The number of students who are not in receipt of scholarships has risen from 78 to 139, being for the first time in excess of the number of scholarship-holders, which is 109. There has been a slight reduction in the expenditure in scholarships, which amounted to Rs. 15,263. The decrease is in the amount contributed by Government, the University and Endowment Funds; the contributions from Municipal and Local Funds having increased The expenditure on College establishments amounted to Rs. 52,009, being 3 per cent. in excess of the previous year. Fees amounted to Rs. 6,212, which shows an increase of 67 per cent.

The statistics show clearly how much more highly University education is appreciated now than it was a few years ago. This must be attributed mainly to the policy of securing the services of highly educated men to fill the more important posts under Government by the institution of competitive examinations and other measures.

The results of examinations in 1884, 1885 and 1886 are given below :—

Examinations.		1884.	1885.	1886.
Intermediate	Candidates ...	47	46	92
	Passes ..	26	19	40
B.A. ...	Candidates ...	11	13	26
	Passes ...	6	8	12
M.A. ...	Candidates ...	3	4	4
	Passes ...	1	4	2
Total ...	Candidates	61	63	122
	Passes ...	33	31	54

It is satisfactory to find a very large increase in the number of students, who have passed the Intermediate Examination. It will be observed that 12 have passed the B.A. Examination, against 8 in the previous year; whilst 2 have passed the M.A. Examination against 4. Of the successful candidates one passed in Science in the first division, the other in Philosophy in the second. The failures were in history. The proportion of passes to candidates is not quite so high as last year. But it is impossible to draw any inference from slight fluctuations of this nature, when the standard of examination is known to vary from year to year.

During the year, in consequence of the large increase of numbers, it was found necessary, as a temporary arrangement, to employ some of the Assistant Professors of the Oriental College to lecture to the first year class. Since then three Assistant Professors have been attached to the College. One of them, Mr Golak Náth Chatarji, is a graduate of Cambridge.

At present two Professorships are vacant, and the two senior Assistant Professors are officiating. Application has been made to the Secretary of State for the nomination of additional Professors. Chap III, 60 University Education

The Officiating Principal refers in his report to the possibility of a diminution of numbers in consequence of the organisation of College classes under the management of Missionary Bodies at Lahore and Amritsar. The project has, however, been abandoned so far as Amritsar is concerned; and there is reason to believe that the Mission classes at Lahore will merely check the increase of numbers in the Government College and not cause an actual reduction.

St. Stephen's College, Delhi

61. Mr. Allnut, the Principal of St Stephen's College, Delhi, has been good enough to furnish me with a report on that Institution. The number of students has steadily risen from 10 in 1882-83 to 24 in 1883-84, 39 in 1884-85, and now to 55. Fees have risen from Rs. 100 to Rs. 154 per mensem during the year.

Better accommodation is much required and the Mission has offered to purchase the Civil Hospital. There has been some delay in the settlement of this question, owing to an inquiry with regard to the claims of Government and the Municipality to the ownership of this property.

The College sent up 16 candidates for the Intermediate Examination of whom 6 were successful, and 3 for the B.A. Examination of whom 1 was successful.

Mr. Allnut complains of frequent changes in the curriculum prescribed by the University. The proposals of the Sub-Committee already referred to will, it is believed, tend to check this practice.

The Oriental College, Lahore

62. I have been favoured with a copy of the Annual Report on the Oriental College for 1885-86, and I have received also the Report of a Sub-Committee that visited the Institution. The College affords valuable instruction of a high order in Arabic, Persian and Sanskrit, and provides instruction in general education through the medium of the vernacular; but it stood in urgent need of reform. Some improvements have been already effected, and the practice of teaching what is opposed to modern science, such as the Ptolemaic system of astronomy, which prevailed in some branches, has now, I understand, been discontinued. Mr. Lewis, who is in temporary charge of the Institution, has been requested by the Committee of Management to submit a report on its reorganisation; and it may be hoped that it will soon be placed on a really satisfactory footing.

The College department contained, at the close of the year, 144 students, and the School department 114; and some of the former attend the School for instruction in certain subjects. When the Sub-Committee made their inquiries they ascertained that there were 10 free students in the College and 36 in the school, who were attending in the hope of obtaining stipends; whilst all the rest were stipendiaries. Fees are paid by those students only who enjoy scholarships or stipends exceeding Rs. 3 per mensem, and the highest rate levied is 12 annas per mensem; the income from fees during 1885-86 was Rs. 558, of which the greater part must have been collected during the last three months of the year, whilst scholarships and stipends at the rates in force, when the Sub-Committee made their report, would amount to Rs. 14,740.

Besides the purely Oriental scholars, the College is sometimes attended by students who cannot afford to pay the fees levied in Arts Colleges, and who are thus enabled to pursue their general education through the medium of the vernacular, learning English

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in the Government College, for which no further fee is demanded. Occasionally also students, who have received an English education, join the College to prosecute their Oriental studies.

The utility of the College would, I think, be much increased, if it were brought into relation with the advanced Indigenous schools of the Province, and made to draw its students mainly from those institutions. This might easily be effected by a system of scholarships to be competed for by students of Indigenous schools, which might be made to take the place of the ordinary stipends. Such scholarships must of course be of greater value than the existing stipends. Local students can be had in any number, who will be ready for two or three rupees a month to learn any subject that may be desired; but such a sum would not suffice to induce youths attending Indigenous schools in distant parts of the Province, to continue their studies in Lahore after passing a competitive examination in Oriental classics. The number of students, therefore, would no doubt be reduced; but their quality would be greatly improved, as they would consist of picked men from all parts of the Punjab; at the same time the influence of the University would be greatly extended, and the measure would tend to improve the Indigenous schools of the Province.

The Oriental College and School sent up on the Oriental side, for the Entrance Examination, 14 candidates of whom 4 were successful, against 16 of whom 14 were successful last year; for the Intermediate Examination 12 candidates of whom 10 were successful, against 5 of whom 3 were successful last year; for the B. O. L. Examination 2 candidates, who both passed, the result being identical with that of last year; and for the M. O. L. Examination one candidate, who failed, against 2, who both passed, last year. The results were poor for the Entrance, but very good for the Intermediate and B. O. L. Examinations.

On the Arts side there were—for the Entrance Examinations, one candidate who failed, and for the Intermediate Examination 6 of whom one was successful. Last year there were 3 candidates for the Entrance Examination, of whom two passed; none for the Intermediate, and one for the B. A. Examination, who passed. The College does not, of course, profess to prepare candidates for these examinations.

For the Oriental Titles Examinations there were 52 candidates, of whom 32 were successful, against 64, with the same number of passes, last year

Of the successful candidates 7 passed the Middle, and 5 the Lower Examinations in Sanskrit; one the Higher, 1 the Middle and 3 the Lower Examinations in Arabic; and 6 the Higher, 2 the Middle, and 7 the Lower Examinations in Persian. The results are fairly satisfactory; but the number of candidates in Arabic, especially for the Higher Examination, is very small.

The following extracts are from the report of the Sub-Committee:—

"The cost of Superintendence, Rs 500 per mensem, was considered excessive as regarded the means available and the work as at present done. The following facts were elicited:—In Senate Proceedings of 1872, Rs 400 per mensem was sanctioned for the services of a special Orientalist from Europe to act as Superintendent, assist in teaching, and devote his whole time to the work. Mr Palmer Boyd was brought out, and held the post till his death, and negotiations were then started to obtain a successor. In Senate Proceedings of 2nd May 1876, Dr Leitner, who offered to act as Superintendent gratuitously, was nominated Honorary Principal, and further proceedings were started for obtaining a paid Superintendent from Europe. At a Meeting of Senate held at Simla on 25th August 1877, a Resolution of Executive Committee that Dr. Leitner had been

requested and had consented to draw the salary of Superintendent was confirmed. He drew Rs. 400 per mensem from August 1877 till 31st July 1880, after which Rs. 500 were drawn.

"The Sub-Committee was of opinion that this scale of pay originally sanctioned for a special Orientalist from Europe is not now required. The spread of education has been so great since 1872 that there are now many competent native scholars available whose services could be secured at less cost. As Dr. Leitner has notified his intention of leaving India soon, if not at once, the Sub-Committee had no hesitation in recommending the appointment of a native scholar as Principal on Rs. 250 per mensem, with the proviso that he should be skilled either in Arabic or Sanskrit, and, in addition, proficient in subjects of General Knowledge.

"With regard to the scope of the pretentions and the operations of the Oriental College and School, the Sub-Committee found that they were out of all proportion to the available means, efficient teaching power, and appliances, It is unfortunate that really good and valuable work has been mixed up with various pretentious schemes which have given rise to an erroneous impression that the institution is to a great extent a sham of pseudo-oriental and pseudo-scientific education. In the published reports it is represented not only as an institution for advanced instruction in Oriental Classics and for communication of knowledge on subjects of General Knowledge and Science through the medum of the Vernaculars, but also as a school of Hindu and Muhammadan Law, an Engineering school, a school of Medicine for two systems of medicine, the Hindu and Muhammadan, and a resort for Central Asian students.

"The real facts ascertained on inquiry and visit were as follows :—There are at present no classes in Hindu and Muhammadan Law. The only foundation for the representation that there was such a school was that Rs. 10 per mensem was given to the Head Pandit and Head Maulavi to deliver some lectures on these subjects. They are said to have been delivered out of College hours. There is no record in the College tables as to how many lectures had been delivered, or how many students had attended, and they are said to have been discontinued for several months because students did not attend. No certificates being granted except to those who had passed the Entrance Examination, no one appeared at the last examimation.

"The Sub-Committee recommended that these allowance should be discontinued, and that if special lectures in ancient Hindu and Mahammadan Law are required by the University, they should be given in the Law School to the students whom they specially concern.

"As regards the Engineering classes, there are two teachers, one on Rs. 50 per mensem, the other on Rs. 25. It was considered generally that a more appropriate name would be Drawing and Surveying classes. It was found that there were few of the arrangements and appearances of an Engineering school, properly so called, such as exist at Rurki—the only real school of Engineering affiliated to the University. Babú Navina Chandra Rái considered that the term 'Engineering classes' was justified, because in addition to drawing and surveying, instruction was given in estimating, materials, and construction up to the Upper Subordinate Class Standard. The Sub-Committee considered these classes very valuable, as leading to a means of livelihood in the Subordinate Department of the P. W. D., and would approve of additional expenditure in this direction.

"As regards the Medical classes, it was found that the only instruction given to each student was half an hour a day in the study of Arabic or Sanskrit ancient medical books, and that the students took up this as an extra subject, spending the rest of their time in attending other subjects for examination. Special stipends of Re. 1 to Rs. 3 were paid to those attending. There were none of the appliances of a Medical school, and they found on their visit that a person was teaching as *Hakím*, who had no special qualification beyond being the brother of one of the other teachers. The staff consisted of a Pandit on Rs. 30 and a Maulavi, on Rs. 15.

"The Sub-Committee was of opinion that such instruction of half an hour to an hour a day, and by such a staff, was worse than useless, and that the system ought to be improved at great cost or abolished. They suggested that the Medical and Science Fellows, or Baids and Hakims acquainted with both the ancient systems and modern science, should deliver lectures to the students of the Medical School, whom they specially concerned, as the Oriental College was in no way able to meet the requirements of a medical school in pecuniary means, teaching power, or appliances.

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"As a resort for Central Asian students, it was found on visitation that there was a teacher, Husain 'Alí Sháh, on Rs. 8 per mensem. He had two pupils, one a zamíndár from Hanza, aged about 45. He had joined seven years ago, but had taken two years' leave during Dr. Leitner's absence. His stipend was Rs. 5 per mensem. The other was a zamíndár, aged about 35, from somewhere beyond Ladák, who had been here about five months. Both had been taught their letters here. The first was able to read a little of a Persian primer with difficulty, the other could read a few pages of the Qurán by rote. This teacher also gave instruction in Arabic for one hour daily to the students of medicine.

"The Sub-Committee proposed no reduction in this expenditure, as it was so slight, besides being an interesting curiosity.

"As to the real legitimate work of the Oriental College and School, (1) the teaching of Classics to a high standard, (2) instruction in Science and General Knowledge in the vernacular, the Sub-Committee expressed a high opinion of its value and importance as at present conducted. It was debated whether the School could be separated from the College, so that we should have to deal with a collegiate institution and not with a school also, where the usual instruction of primary schools is largely conducted It was found that this would be impossible, because the class of students which enters School or College is required to have a knowledge of a classical language equivalent to the Entrance Standard, while many may be ignorant of the simplest elements of general knowledge.

"The Sub-Committee carefully made out time-tables of the College and School showing the work done by each teacher, the number of subjects taught, the number of classes in each subject, and the number of students attending each. It was found that there were 141 students and 22 Professors in the College Department, or a proportion of 1 professor to 6·4 students. There were 110 scholars and 21 teachers in the School Department, or a proportion of 1 teacher to 5·2 scholars. The professors and teachers almost all teach only three hours a day. These figures showed an overgrown establishment, and that each teacher had too little work considering that a great part of it corresponded to that done in primary schools. It was found that as a general rule the students attend six hours daily, three in languages, and three in subjects of general knowledge.

"The Sub-Committee found it impossible to undertake at once a revision of the teaching establishment, but suggested that most of the teachers ought to teach five or six hours a day. Fifteen were found qualified by education to teach on the classical and general knowledge sides. It was suggested that in this way the overgrown and excessive staff might be diminished, the salaries of those remaining increased so as to be more worth holding, at the same time a saving made in the total expenditure.

"As regards scholarships and stipends drawn in the College and School, it was found that the amounts were as follows :—

	Rs.
Special Endowed Scholarships	1,776
University Scholarships—	
(1) Degree Branch	2,776
(2) Title Do.	2,160
(3) Medical	600
(4) Engineering	600
Stipends	3,828
Total	11,740

All these, except stipends, are paid by the University and do not appear in the Oriental College Budget.

"It was ascertained that there were 10 free students in the College and 36 in the School. It was suggested that this fairly good proportion might indicate that charitable stipends might be diminished, but it was found that the students were hanging on on the chance of getting stipends, and would most likely disappear if there was no hope. This large expenditure in salaries to the students showed how artificial the foundation of the institution is at present. The attendance can be increased or diminished *ad libitum* by the amount of scholarships and stipends paid. The scholarships are the rewards of merit in examinations passed, but the stipends are awarded to those who fail to secure the former, and are also used as an inducement to poor boys to join the institution. The Sub-Committee recommended that the total sum for stipends be reduced from Rs. 3,838 to 3,000, and that those given to scholars entering

the School should be awarded by a *bonâ fide* competitive examination held, at most, quarterly. Any urgent case of a poor student from foreign parts could be referred to the Oriental College Committee. The present custom was found to be that, when any stipend was vacant, some candidate was sent by the Principal and Munshi to one of the teachers to ask if he was fit for admission to his class. The proposal of competition, which would reduce stipends to the condition of scholarships, has an important bearing on possible abuses in the award of the large sums annually given away. Bábú Navina Chandra Rái objected to the reduction of stipends, because from immemorial time the study of Sanskrit and Arabic was connected with the receipt of alms, of which stipends took the place. The students being taken up so many hours a day with their studies, would not find time to make their living by begging. It was recommended that English should be introduced as an optional subject. If this were done the stipends could be further diminished.

"The Sub-Committee regretted that Dr. Leitner, whom they invited to assist them with his valuable information and advice, was unable to come to their meetings, and they have to thank Bábú Navina Chandra Rái for the valuable information he afforded, which he was well qualified to give an account of his long experience as Superintendent."

63. Mr. Lewis, the Principal (*pro tem.*) of the Oriental College writes as follows:—

"It will be seen that the expenditure amounts to Rs. 39,219, and shows an increase of Rs. 3,492-10-0 on that of the previous year. Of this amount Rs. 1,380 is due to increase on account of salaries of the Assistant Professors of Arabic and Sanskrit transferred from the Government College, from October 1884. The remaining increase is Rs. 2,112.

"In accordance with proposals made by His Honour the Lieutenant-Governor, as Chancellor of the University, and accepted by the Senate, at a meeting held on 6th May 1885, a fixed sum is to be annually allotted for the Oriental College and School from the general funds of the University, provided the management of the College and School is, and continues to be, in the judgment of the Senate, efficient, and that the general financial condition of the University admits of the allotment. The allotment was fixed at Rs. 24,000 per annum.

"Before the end of the year the expenditure on the Oriental College and on the Oriental side of the University generally was the subject of a Government Resolution (15th March 1886). In para. 15 of that Resolution, His Honour the Lieutenant-Governor states that the main object of the above-mentioned arrangement was to put a check on the growth of the expenditure in the Oriental Department. The arrangement has been in force for nine months of the year, and the Committee and the Senate will naturally look for some information as to the way in which it has worked.

"From the detail of expenditure it appears that the following items have been met out of the general funds of the University; they are the items which must, in future, be covered by the annual allotment of Rs. 24,000:—

				Rs.	A.	P.
Principal				6,000	0	0
Staff and Contingencies			Rs. 17,622 5 10			
Deduct—						
Endowed Readerships (half cost)	2,258	0	6			
Salaries of Govt. Professors	2,760	0	0			
			„ 5,018 0 6			
				12,604	5	4
Stipends				* 4,682	9	0
Science, Chemicals, &c., ...				390	15	3
Hindu and Muhammadan Law				240	0	0
Native Systems of Medicine				540	0	0
Engineering Staff and materials				390	3	2
Library and Printing				43	2	0
Petty Establishment and Furniture				352	12	9
Rent of Boarding House				333	0	0
				25,476	15	6

* NOTE.—The amount spent on stipends, out of the Oriental College allotment, is put down at Rs. 4,682. This is, I find, an error. It includes the expenditure on Engineering Scholarships (Rs. 417-10-3) and a part of the "scholarships and stipends to students of Native Medicine." The former amount is not paid out of the allotment, being an additional charge on the University (included in the extra allotment of Rs. 1,055 for this year), and the same is the case for some part of the scholarships and stipends for Native Medicine.

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"This is exclusive of the cost of certain University Scholarships for which a special allotment of Rs. 1,055 was made for the first year. The allotment is also chargeable with a small amount for the expenses of the Oriental College Committee, the printing of the Report, &c. The excess of about Rs. 1,500 shows that something is still wanting to give full effect to the intention of the Chancellor and the Resolution of the Senate. As the Committee is now aware, the passing of the Senate's Resolution was the occasion of increasing rather than of checking the expenditure on the Oriental College. In the report of a Sub-Committee of the Oriental College Committee appointed to report on the reductions of the Budget and revision of the College Staff, dated 6th April 1886, it is stated (para. 4) that 'Dr. Leitner on his own authority, without reference to the Oriental College Committee or Senate, had increased the pay of establishment by Rs. 2,148 per annum in July 1885.' I find that the changes were made, some of them in May and some in June. General orders were passed by the Committee, 14th April 1886, for a reduction of these charges from May 1st, 1886.

"In the Government Resolution of March 15th, 1886, to which I have already referred, His Honour the Lieutenant-Governor calls attention to the expenditure on stipends, there entered at Rs. 3,828. He remarks that 'it seems to him nothing short of a scandal, not only that so enormous and costly a staff should be employed with so infinitesimal a return in the shape of fees, but that there should be in the Oriental College and School so large an annual expenditure on purely charitable stipends, and that stipends or scholarships should, in some instances, be drawn by the same person for eight, ten, and even fourteen years. Till all this is thoroughly reformed, the Lieutenant-Governor can hold out no hope whatever of an increase to the Government grant; but it may become necessary, in making the grant hereafter, to direct its distribution and appropriation to specific purposes. Whether this may have to be done will probably depend on the financial results of the present year.' During the year under report the expenditure on stipends has risen to Rs. 4,682; but since the end of the year the Committee has ordered its reduction to Rs. 3,000 on the language and general knowledge side; but there is also an expenditure of Rs. 1,080 for stipends in the Medical and Engineering Classes, in which there may be some savings. This part of the Government Resolution seems to require further consideration by the Committee, and our expenditure, under this head, would seem to me to call for some formal defence or considerable reduction. As yet no steps have been taken to secure the thorough reform called for by His Honour. In this connexion, I have to report that there have been sundry irregularities in the award of stipends, two being sometimes held by the same student, and others being held together with a scholarship, or even by a teacher of the College, contrary to the rules laid down for their award.

"The practice in the College with regard to fees is to charge 12 annas, if a student has a scholarship of more than Rs. 8 per mensem; 8 annas, if he has a scholarship or stipend of Rs. 8 or less, with the exception that those who receive Rs. 3 or less are exempt from paying fees. It is said to be impossible to exact any fee from students who do not receive either a scholarship or stipend. The fees for the Boarding House amount in the aggregate to only 5 or 6 rupees a month. Fees of 1 anna of every rupee paid in scholarships or stipends would amount to one-sixteenth of Rs. 12,000, or Rs. 750; but they are only paid for ten months in the year, reducing the maximum to be expected from fees to Rs. 625, or, with the Boarding House fees, Rs. 700. This is the utmost that can ever be returned under the head of fees with the present practice. The amount for the year under report is Rs. 578.

"I am of opinion that the practice of counting only one-half of the cost of the Endowed Readerships as expenditure on the Oriental College is misleading. As a rule, the Readers have to devote their time as fully to the work of tuition in the College as those who are not endowed. Further, if they are only paid half of the amount for their work in the College they are badly paid in comparison with the unendowed teachers. They really are attached to the College, and it would seem to be more reasonable to count their whole pay as expenditure on the College. I have, however, made no change in the usual custom of detailing the expenditure."

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

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SECTION A.—SECONDARY SCHOOLS.

Number of Secondary schools.

64. There were at the close of the year 217 Secondary schools for native boys, or two less than at the end of the previous year. They contained 43,048 boys, being an increase of 1,740 or 4·2 per cent., whilst the average attendance has risen from 33,663 to 35,665. Both the number of boys and the average attendance are higher in every circle than at the end of the previous year. In Government and Board schools the number of boys has risen from 33,572 to 34,460, and in Aided schools from 7,154 to 8,145, whilst in Unaided schools the number has fallen from 582 to to 443. The following table shows the number and distribution of schools and scholars at the close of the year.

CLASS OF SCHOOLS.	No. of Schools.	NUMBER OF SCHOLARS.				
		In High Stage.	In Middle Stage.	In Upper Primary Stage.	In Lower Primary Stage.	Total.
GOVERNMENT—						
Departmental	29	705	2,100	3,049	2,474	8,398
Under other Departments	3	...	86	221	486	793
Local Board	60	...	1,720	1,602	5,486	8,808
Municipal Board	93	15	2,732	3,135	10,579	16,461
Aided	30	456	1,530	2,064	4,095	8,145
Unaided	2	10	68	66	299	443
Total	217	1,186	8,306	10,137	23,419	43,048

Two Vernacular Board schools, one in the Delhi and the other in the Montgomery district, an Anglo-Vernacular Board school at Kasaulí, and the Anglo-Vernacular Board school at Mian Mir, have been reduced to the Primary grade. On the other hand, a Muhammadan Vernacular Middle school at Umballa, at present unaided, has been brought on to the returns, an Anglo-Vernacular Night school has been established by the C. M. S. Mission at Amritsar, and a school in Gujránwálá which receives a municipal grant, and was last year shewn as a private school, has this year been entered by the Deputy Commissioner as an Aided High School.*

65. Of the 217 Secondary schools at the close of the year 30 were High schools, and 187 Middle schools. The High schools comprised 28 Anglo-Vernacular † schools: 13 Government, 14 Aided, and one Unaided; and two Vernacular schools: a Board school, supported partly by private contributions, and an Aided school.* The Middle schools comprised 62 Anglo-Vernacular schools, of which 48 were Government or Board schools, and 14 were Aided schools; and 125 Vernacular schools, of which 123 were Board schools, one was Aided, and one Unaided.

* The so-called Aided High school is not properly a public school at all; but an advanced Indigenous school, though supported mainly by the Municipality. The Hindu school at Lahore, on the other hand, which prepares candidates for the public examinations, has not been shown in the returns supplied by the Deputy Commissioner.

† Anglo-Vernacular schools are shown under the head of English schools in the returns prescribed by the Government of India.

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Scholars in Secondary schools.

66. The number of scholars under Secondary instruction was 9,492, being an increase of 9·1 per cent. since the previous year. Of these 1,186 were in the High and 8,306 in the Middle department. The increase in the High department was 28·1 per cent. and in the Middle department 7·8 per cent. The number of boys attending the Primary departments of Secondary schools was 33,556. The number of boys learning English in all departments of Secondary schools has risen from 12,809 to 14,160, being an increase of 10·5 per cent. Of these 5,847 were under Secondary instruction.

The number of boys under Secondary instruction, as compared with those in Primary schools and the Primary departments of Secondary schools, has risen from one in 12·8 to one in 12·2.

Results of Secondary examinations.

67. In the Punjab Entrance Examination, Government schools sent up 306 candidates, of whom 132 were successful, against 281, of whom 171 were successful last year; Aided schools supplied 188 candidates, of whom 61 were successful, against 174, of whom 84 were successful last year; and Unaided schools sent up 6 candidates,* of whom 2 were successful: 21 per cent. of the boys attending the High departments of Government schools and 17·6 per cent. of those attending the High departments of Aided schools at the beginning of the year under report passed the examination. As there are two classes in the High department with a year's course for each, somewhat less than half the number on the rolls should appear annually at the examination. The detailed results are shown in the following table :—

ENTRANCE EXAMINATION, 1885-86 (GOVERNMENT AND AIDED SCHOOLS).

Name of Institution.		Number sent up for the Entrance Examination of the				Number that passed in the Entrance Examination of the				Number on the rolls at beginning of the year	Percentage of passes on numbers at beginning of the year.
		Calcutta University.	Punjab University.	Common to both.	Total.	Calcutta University.	Punjab University.	Common to both.	Total.		
Delhi ...	District school ...	...	28	...	28	...	15	...	15	81	18·5
	Mission " ...	1	15	1	15	1	7	1	7	23	30·4
Rewári	District " ...	...	10	...	10	...	6	...	6	16	37·5
Umballa	Mission " ...	3	10	3	10	3	4	3	4	15	26·6
Ludhiána ...	District " ...	...	20	...	20	...	16	...	16	28	57·1
	Mission " ...	12	17	12	17	5	10	5	10	42	23·8
Jullundur ...	District " ...	...	19	...	19	...	13	...	13	19	68·4
	Mission " ...	3	20	3	20	...	4	...	4	31	12·9
Hoshiárpur ...	District " ...	...	14	...	14	...	7	...	7	38	18·4
Tánda	Vernacular High school	...	9	...	9	...	1	...	1	12	8·3
Gurdáspur ...	District school ...	...	15	...	15	...	7	...	7	40	17·5
Batála	Christian Boarding school	1	1	...	2	...	...	...	...	3	...
Siálkot	Mission school ...	...	11	...	11	...	1	...	1	30	3·3
Amritsar ...	District " ...	...	35	...	35	...	9	...	9	84	10·7
	Mission " ...	1	15	...	16	1	3	...	4	28	14·3
Do.	Muhammadan Anglo-Oriental school	1	26	1	26	...	4	...	4	21	19·0
Lahore ...	District school ...	2	73	2	73	1	31	1	31	104	29·8
	Mission " ...	6	28	4	30	...	6	...	6	69	8·7
Gujránwála ...	District " ...	2	24	2	24	...	11	...	11	45	24·4
Ferozepore ...	District " ...	...	16	...	16	...	6	...	6	13	46·1
Gujrát	District " ...	...	26	...	26	...	8	...	8	49	16·3
Ráwalpindi ...	Mission " ...	...	5	...	5	...	4	...	4	17	23·5
Bhera	District " ...	...	12	...	12	...	5	...	5	12	41·6
Pesháwar	Mission " ...	...	8	...	8	...	3	...	3	21	14·3
Mooltan ...	District " ...	...	16	...	16	...	6	...	6	32	18·7
	Mission " ...	...	5	...	5	...	2	...	2	7	28·5
Jhang	District " ...	...	13	...	13	...	2	...	2	38	5·2
Dera Ismail Khan	Mission " ...	...	3	...	3	...	2	...	2	5	40·0
	Total ...	32	494	28	498	11	193	10	194	923	21
	Of which Aided schools	30	188	26	192	10	61	8	62	357	17·6

* Including the Hindú school at Lahore not shown in the general returns.

68. The largest number of passes was from the Lahore Government school, which supplied 31 successful candidates; Ludhiána, which supplied 16; Delhi, which sent up 15; and Jullundur, which supplied 13. In proportion to the number of students in the High department, Ludhiána, which passed 16 candidates out of 20, being 57 per cent. of the number of students on the rolls; and Jullundur, which passed 13 candidates out of 19, being 68 per cent. of the number on the rolls, have done far better than any other schools. The results as regards the Jhang school are very unsatisfactory. There were 38 students in the High department, 13 candidates for the examination, and 2 only were successful. The Amritsar school also does not come out at all well, having passed 9 candidates only out of 35 sent up and 84 on the rolls. The Vernacular school at Tánda has not been successful, but the High department has been very recently organized.

Amongst Mission schools, the largest number of passes was from Gujránwála, which supplied 11 successful candidates or about one-fourth of the number on the rolls. The Mission school at Delhi passed 7 candidates or 30·4 per cent. of the number on the rolls, which is a very fair proportion. The Christian Boarding school at Batála supplied 2 candidates who failed. The Mission school at Siálkot was singularly unfortunate. Out of 30 boys in the High department and 11 candidates for the examination one only was successful. I am sorry also to find so few successful candidates from the Lahore Mission school, which did very well last year. At the recent examination 6 candidates passed out of 30, being 8·7 per cent. of the number on the rolls.

Government schools sent up two candidates and Aided schools 30 candidates for the Entrance examination of the Calcutta University. One of the former and 10 of the latter were successful. All these boys with one exception passed the Punjab Examination also.

69. The following statement shows the results of the Middle school examination.

ABSTRACT RESULT OF THE MIDDLE SCHOOL EXAMINATION HELD IN MARCH 1886.

INSTITUTIONS.	Number of Institutions.	Number of candidates.	Number passed.
ANGLO-VERNACULAR EXAMINATION.			
Government schools.			
District schools ...	28	581	428
Anglo-Arabico shool Delhi	1	12	9
Anglo-Vernacular Board schools ...	26	190	149
Cantonment school ...	1	9	7
Oriental College school	1	7	2
Total Government, Board & Oriental College schools	57	799	595
Aided schools { Mission schools	22	408	214
Aided schools { Other schools	5	76	46
Total Aided schools ...	27	484	260
Other institutions ...	...	74	22
Private students ...	...	534	123
Total other institutions	...	608	145
Total Anglo-Vernacular examination	84	1,891	1,000

INSTITUTIONS.	Number of Institutions.	Number of candidates.	Number passed.
VERNACULAR EXAMINATION.			
Government Vernacular schools	128	925	618
Aided schools	3	5	5
Private students ...	..	210	54
Total Vernacular examination	131	1,140	677
Total Anglo-Vernacular examination	84	1,891	1,000
Grand Total ...	215	3,031	1,677

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70. The total number of candidates has risen from 2,739 to 3,031, of whom 1,891 were Anglo-Vernacular and 1,140 Vernacular candidates. The number of passes, on the other hand, has fallen from 1,240 to 1,000 for the Anglo-Vernacular, and from 870 to 677 for the Vernacular examination. The percentage of passes on the number of candidates was as follows:—

	1885.	1886.
	Percentage.	
ANGLO-VERNACULAR.		
Government and Board schools	88·5	74·5
Aided schools	80·1	53·7
Other institutions	68·6	29·7
Private students	56·4	23·0
VERNACULAR.		
Government and Board schools	81·4	66·8
Aided schools	33·3	100 0.
Other institutions	65·0	...
Private students	43·0	25·7

Thus it will be seen that the percentage of passes, though still high in Government and Board schools and fair in Aided schools, has fallen off amongst every class of candidates except those from Aided Vernacular schools, whose number was very small; and from this it may be inferred that the standard of examination was somewhat higher than last year, when, as reported by Mr. Ibbetson, it was undoubtedly much too easy.

It may here be observed that besides the candidates referred to in the above paragraphs 10 Unaided institutions, of which no statistics have been furnished, sent up 61 candidates for the Anglo-Vernacular examinations, of whom 19 were successful.

There were also from Native States 76 candidates for the Anglo-Vernacular examination, of whom 37 passed, and 35 for the Vernacular examination, of whom 20 passed; and from other Provinces 31 candidates for the Anglo-Vernacular examination, of whom 2 passed.

71. At the recent examination it came to light that some of the questions in several subjects were known beforehand and widely promulgated amongst the candidates, and new papers were set in consequence in those subjects. This circumstance was calculated to throw a certain amount of suspicion over the examination as a whole; and from this point of view it is perhaps just as well that the percentage of passes should be considerably lower than it was last year.

There has been again great delay in the publication of the results of the examination. The pass list was not published until a very late date and the list showing the order of merit was not printed or supplied to my office until the 31st July. Such delay, as remarked by Mr. Ibbetson last year, not only keeps the boys from school and impedes work, but defers the award of High school scholarships. It is to be hoped that, if the recommendations of the Sub-Committee, to which I have referred in the last chapter are adopted, this source of inconvenience will be removed.

72. As in the case of the Entrance examination, the private candidates consist largely of school-boys who have not completed the prescribed course of instruction; and as their teachers are not willing to send them up for the examination, they appear as private students. If the examination is properly conducted, the majority of such boys will no doubt fail, but there is always a chance of passing, especially for a clever boy. The examination is, and necessarily must be, so framed, that any boy of ordinary intelligence, who has gone through the prescribed course and paid proper attention to his studies, shall be able to pass. When this is the case, a clever boy, who has not completed the course, will

often succeed in passing. He will then be able to join a High school or College, where the curriculum is framed on the supposition, that all the students who join have completed the course prescribed for the department they have just left. Certainly every boy, who has completed the course, should be allowed to go up for the examination. Whether he should be allowed to do so, when he has read only half the subjects prescribed or even less, is a question on which the opinions of members of the Senate differ. It is unnecessary, however, to discuss the matter any further at present; as I have, at the request of the Syndicate, addressed the Inspectors, and the Managers and Head Masters of schools, with the view of ascertaining their opinion on the subject; and the question will come before the Senate in due course.

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73. The expenditure has risen slightly, *viz.*, from Rs. 5,00,661* to Rs. 5,02,248. The expenditure from Public funds, however, *i.e.*, Provincial Revenues and Municipal and District funds, has fallen from Rs. 3,48,323 to Rs. 3,45,703, being a reduction of ·76 per cent. Fees have risen from Rs. 94,085 to Rs. 1,01,161, being an increase of 7·5 per cent. The fees, therefore, now exceed one-fifth of the expenditure. The expenditure from other sources has fallen from Rs. 58,253 to Rs. 55,384 being a decrease of 5·2 per cent.

Expenditure on Secondary Schools.

74. The statistics generally show a steady progress in education. The numbers are rising, especially in the higher classes, and there has been a large increase in the income from fees. The results of the Entrance and Middle School examinations have been less satisfactory than last year, but this must be attributed to fluctuations in the standard of examination.

General progress of Secondary Education.

75. The extracts given below are taken from the report of the Inspector of the Umballa circle:—

"The number of Secondary schools in the Umballa circle at the close of the year was 66 or one less than at the close of the previous year. Of these 25 are Anglo-Vernacular and 41 Vernacular institutions.

"The number of scholars reading in the Secondary departments of Secondary schools has risen from 2,160 to 2,280; of those in the High stage from 205 to 256 and of those in the Middle stage from 1,955 to 2,024. The number studying in Anglo-Vernacular schools shows an increase of 119 and that reading in Vernacular schools an increase of only one. This proves conclusively that the desire for the study of English is spreading rapidly among all classes of the native community. The percentage of increase in the total number of scholars studying in the Secondary department is 5·5, that in the High stage 24·8, and that in the Middle stage 3·5. In Anglo-Vernacular schools the numbers have increased by 9·5 per cent. and in Vernacular schools they are stationary. The numbers studying in the Primary departments attached to Secondary schools have risen from 8,456 to 8,588, an increase of 232.

"The subjoined table compares the result of the Entrance examination of the Punjab University for the years 1884-85 and 1885-86

Name of Schools.	Examined in May 1885.					Examined in Apl. 1886.				
	No. of Candidates.	No. passed in				No. of Candidates.	No. passed in			
		I. Division.	II. Division.	III. Division.	Total.		I. Division.	II. Division.	III. Division.	Total.
Delhi District School ...	40	1	20	5	26	28	2	11	2	15
Delhi Mission School	11	2	5	1	8	16	2	3	2	7
Rewárí District School	6	3	2	...	5	10	...	6	...	6
Umballa Mission School	3	1	2	...	3	10	1	3	1	5
Ludhiána District School	18	3	9	2	14	20	3	9	4	16
Ludhiána Mission School	15	...	5	2	7	17	1	2	7	10
Total ...	93	10	43	10	63	101	9	34	16	59

* In the figures given at para. 64 of the last report, the expenditure incurred and the fees levied in European schools have been included by mistake.

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"Of the 101 candidates sent up for the examination during the year, 59 or more than 58 per cent. were successful, the percentage of passes on the Arts side for the Province being a little above 31. Last year the percentage of passes to candidates on the same side was 67·7 or 8 more than during the present year. The decrease may be attributed to the stiff nature of the papers on mathematics in which certain typographical errors had also crept in. The Ludhiána District School, it will be observed, has highly distinguished itself, passing the largest number of candidates in the circle, of whom 3 were placed in the 1st Division. For this result great credit is due to Pandit Ram Lachhman, the late Head Master of that institution. The Delhi District school passed 15 out of 28, or 53·5 per cent, and the Rewárí District school 6 out of 10, or 60 per cent of the candidates sent up. From the former 2 were placed in the 1st Division. Of the Aided schools the Delhi Mission passed 7 out of 16 or less than 50 per cent., the Umballa Mission 5 out of 10 or 50 per cent., and the Ludhiana Mission 10 out of 17 or about 59 per cent. On the whole the results appear to have been satisfactory and creditable to all concerned.

"The number of candidates sent up during the year (for the Middle School examination) was slightly more than during the preceding year. The percentage of passes for the year is 76·4 against 88 for 1884-85. The decrease of 12 per cent. is due not to any inefficiency in the nature of instruction imparted, but to fluctuations in the standard and to certain irregularities in the examination Among District schools, Ludhiána heads the list, having passed all the 28 candidates sent up. The other District schools, with the exception of those at Bhiwání and Jagádhri, did very fairly, and these latter, too, passed more than 50 per cent. of the candidates. Among the Board schools all did well, though the number of candidates from some of them was very low. Among Aided and Extra-departmental schools, the Mission school at Ludhiana passed the largest number of candidates, but the percentage of passes for the Anglo-Arabic school, Delhi, was higher than that from any other school, being 75 per cent. One hundred and eighty-three private candidates went up for the Middle School examination on the Anglo-Vernacular side Of these 53 were successful, the Ludhiána district passing 20 out of 40, Umballa 17 out of 24, Karnál 2 out of 5 and Delhi 14 out of 99.

"The number of candidates sent up in 1886 from the Gurgaon and Ludhiána districts was much less than that sent up in 1885, and hence the number of successful candidates for the circle in 1886 was less by 26 than that during the preceding year. The percentage of passes, however, for 1886 was slightly more than that for 1885, it being 77 for the former and 76 for the latter. The schools in the Delhi district again passed all their candidates. Those in the Karnál district did very badly, 2 passing 50 per cent. of the candidates sent up and one 25 per cent. The schools in other districts of the circle did very fairly. Of the 68 private candidates who went up only 12 passed, 7 out of 25 from the Delhi district, 2 out of 25 from Ludhiána, 2 out of 12 from Umballa, 1 out of 4 from Karnál and 1 out of 2 from Hissár.

"The large number of private candidates on both the Vernacular and Anglo-Vernacular sides is due to the great latitude given by the University to those who wish to present themselves for the examination. The majority of these candidates were boys from Departmental or Board schools, who having not completed the course were not considered fit to go up by their masters, and who therefore left school a month or two before the examination and went up as private students. The fact that not more than one-fourth succeeded in passing shows clearly that the candidates were not well grounded in their subjects. The rule moreover acts very injuriously on the discipline of the schools, and the sooner it is abrogated the better.

"From the statistics reviewed in the preceding paragraphs it will be observed that though the number of schools of the secondary grade has slightly diminished during the year, the numbers of scholars studying in all the departments of those schools, and chiefly in Anglo-Vernacular schools, has increased. The expenditure on Secondary education shows a decrease of about Rs. 4,000, which is also satisfactory. The results of examination, though not quite so satisfactory as those of last year so far as numbers are concerned, have been on the whole creditable."

The following extracts are taken from the report of the Inspector of the Lahore circle. As regards the number and distribution of scholars, he writes as follows :—

"The number of scholars, including the Primary departments of Secondary schools, rose from 17,121 to 18,432, of which 10,787 were in

Anglo-Vernacular and 7,645 in Vernacular schools, against 9,945 and 7,176 last year, respectively. There were in the Secondary departments about 2,730 Anglo-Vernacular and 1,612 Vernacular scholars, against 2,392 and 1,508 last year, representing an increase of 12·4 and 6·4 per cent. respectively. The High departments of Secondary schools contained 651 Anglo-Vernacular and 29 Vernacular scholars on the rolls, against 514 and 26 respectively last year. The number of scholars in both the Vernacular and Anglo-Vernacular Middle schools rose from 3,360 to 3,662, representing an increase of 201 in the latter and 101 in the former, or 9·6 and 6·3 per cent. respectively."

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With reference to the Entrance examination he observes that:—

"The large increase in the number of candidates was not attended by a proportionate increase of successful candidates. On the contrary, the number of those pupils who passed was exceptionally low, compared to those that presented themselves for the preceding year. Thus 274 candidates went up against 314 this year, while the percentage of successful candidates fell from 47·4 to 33·7 per cent. It is quite impossible to account for this decline. The material is the same, the teachers are the same, and the standard of the Punjab University is apparently the same. But until the University insists upon fixity of procedure in the marking of examination papers, it will be idle to speculate on the results of our University Examinations.

"Taking into consideration only those pupils who appeared from Aided and Government High schools in the Lahore circle, both Vernacular and Anglo-Vernacular, 314 candidates presented themselves for the last Entrance examination of the Punjab University. Of this number 106 were successful, *viz.*, 74 out of 181 from Government and 32 out of 133 from the Aided schools. Comparing the number of successes with the total of candidates, it is apparent that the Aided schools were not sufficiently careful in permitting boys of immature education to go up for the University Examination. The Government schools succeeded in passing 40·8 per cent., and the Aided schools 24 per cent. Last year there were 71 passes out of 141 candidates from Government and 59 passes out of 133 candidates from the Aided schools. Comparison with the last year shows a diminution of 10·5 per cent. in the results for Government and 20 per cent. in those for Aided schools.

"The want of marked success is particularly striking at Amritsar, where four different schools in competition sent up candidates for the Entrance examination, with the result that only 18 candidates passed out of 83.

"Judged by the statistics given in the preceding paragraphs, it will be observed that the general progress of the institutions for Secondary education during the year has been satisfactory.

"There has been an increase both in the number of institutions and of scholars. But the progress of educational work achieved in schools has also to be tested by the extent and depth of reading, and the proficiency shown in the classes; by the order and discipline observed in the different schools, and by the regularity of attendance as recorded in the class registers. Taking these points likewise into consideration there is every reason to believe in the improvement of the schools taken as a whole. The annual reports of the Inspectors, the Head Masters of High schools, and the Deputy Commissioners testify to the satisfactory condition of the Secondary schools in this circle."

The Inspector of the Ráwalpindi circle writes as follows:—

"There are 33 Secondary schools for Native boys: 12 of these are Anglo-Vernacular, 4 being High and 8 Middle schools; 21 are Vernacular schools of the Middle Standard.

"The total number of scholars in these schools at the end of the year was 8,092.

"The following were the results of the annual examinations:—Twenty men out of 51 passed the Entrance Examination of the Punjab University: 128 passes in 204 candidates for the Anglo-Vernacular; and 116 passes in 163 candidates for the Vernacular Middle School Examination.

"There was no change in the number of schools during the year. The changes in the attendance were the following, *viz.*, an increase of 40 scholars in the High department; an increase of 229 in Middle; increase of 223 in Upper Primary; decrease of 395 in the Lower department. On the whole, the Anglo-Vernacular schools show an increase of 122 boys and the Vernacular schools a decrease of 25.

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"The expenditure shows an increase of Rs. 1,731 over the previous year, which was obtained thus, *viz.*, a decrease of Rs. 781 from Provincial and Rs. 655 from private subscriptions and endowments; and an increase of Rs. 882 from District and Municipal funds, and of Rs. 2,285 from fees. The features most worthy of notice in the above figures are the following: Out of the whole increase of Rs. 1,731, only Rs 101 came from all public funds, while the increase from fees (Rs. 2,285) not only provided the balance of the total increase, but also had to make good the deficit of Rs 526 from private subscriptions and endowments which took place in the Mission schools.

Annual examinations.

"The comparison in the results of the examinations of two years shows that for the Entrance Examination the passes and candidates were 3 and 6 less respectively; for the Middle School Examination 18 less passes and 36 more candidates on the English, and 8 more passes and 17 more candidates on the Vernacular.

General remarks Mission Schools.

"The three Secondary Mission schools at Peshâwar, Râwalpindí and Gujrât, the two former being High schools and the last one of the Middle Standard, all show an increase in their attendance and fees, and the general state of the schools was found to be very satisfactory at the annual visit paid to each of them."

The following extract is from the report of the Inspector of the Mooltan circle:—

Mooltan Circle.—"The general progress made by the Secondary schools has been pretty fair. The numerical improvement has been already shown, and in point of instruction the improvement has been on the whole good. The 3 District schools have shown good instructional progress, that of Mooltan especially being most marked. In the other Anglo-Vernacular schools, both Aided and Municipal, the progress has been satisfactory with a very few exceptions; while in the Vernacular schools most have improved, those of Taunsa, Kamâlia, Leiah and Miânwâli still keeping up their good name. There was a danger for some time of the Ahmadpur school in the Jhang district being reduced to the Primary grade, but another year's respite has been granted it, as the people have agreed to keep it up by private subscriptions. It has always been an excellent school and supplies a great many Primary schools in different districts with able teachers. The Municipality of Syadwala could no longer maintain the Middle school there, and as subscriptions were not given it had to be closed, though up to that time it was progressing very well The Anglo-Vernacular school at Râjanpur, which has this year been established, has been progressing also pretty fairly."

76. The following remarks regarding the accommodation provided for boarders will be found of interest:—

Boarding houses.

Umballa Circle.—"As stated in the report for the previous year, boarding houses are attached to almost all the Vernacular and Anglo-Vernacular schools in the circle, but the arrangements in some places are not quite satisfactory. The rules contained in Chapter VIII. of the Education Code now published will, it is hoped, bring about the reforms so urgently needed in this important direction."

Lahore circle.—"Boarding-houses at present in existence are attached to schools, and maintained by means of contributions from District or Municipal funds, supplemented in many cases by fees paid by the boarders They are generally under the management of the Head Master of the school to which they belong. In large towns a paid Superintendent is usually employed, who is in most cases selected from amongst the assistant masters.

"At the present time all the District schools have been of course supplied with boarding houses The largest of its kind exists at Hoshiarpur, and occupies three distinct buildings, two of which have been erected on purpose, whilst the third is hired. Each building is managed by a distinct Superintendent, who is responsible for the conduct as well as the comforts of the boarders. Altogether there were 132 such pupils, 73 of them being in receipt of some kind of stipend.

"Attached to the Ferozepore District school is a boarding house containing 40 inmates. Considerable as this number is, the demand for accommodation exceeds the supply on the part of outstation pupils.

"The boarding houses of Lahore and Amritsar are small compared to the number of boys reading in the schools. It has been found that boys coming from a distance often prefer to make their own arrangments, and

thus live in a more economical manner. I doubt whether it is best for lads of a certain age to lead a life of independence, or at least of self-control, considering the dangers and temptations by which they are surrounded, without even the ordinary check of home control or caste seclusion. Money spent on the boarding-houses is, in my opinion, quite as legitimate a charge as on tuition, though it is perhaps easy to understand how frequently Municipal and District Boards, that are doing a great deal towards the direct education of boys within their jurisdiction, hesitate to incur further expenditure in what they do not consider an obvious necessity.

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"Without entering upon the state of each boarding-house attached to the District schools, I think it will be interesting to refer generally to the districts themselves and see what has been done to supply accommodation for pupils drawn from more or less distant villages.

A. Lahore.—"In the Lahore district the number of boarding-houses in connection with Middle schools remains the same as last year. Provision has been made for a boarding-house at Chunián, and it is likewise proposed to convert the present school house at Bághbanpur into a boarding-house as soon as a new school house is erected, for which I understand the District Board has sanctioned Rs. 3,000.

B. Ferozepore.—"There is a fairly comfortable boarding-house at Buttar and Dhármkot, though the boys have to make their own arrangements for cooking, which in this case means that they have to prepare their own food.

C. Amritsar.—"All the different Middle schools in this district are provided with boarding-houses, as it appears, with the exception of Ramdás.

D. Jullundur.—"This district, like Amritsar, has, with one or two exceptions, a boarding-house attached to every Middle school.

E. Hoshiárpur.—"It is noted that a new boarding house has been built at Mahalpur during the year. But on the whole more boarding accommodation is required, several schools having none.

F. Gurdáspur.—"The report for this district points out that several of the Middle schools are as yet without boarding-houses. There was, however, one in the course of erection at Pathánkot, which would be able to accommodate about a dozen boys.

G. Siálkot.—"No mention is made regarding boarding-houses in the report for the Sialkot district. But if their state is the same as formerly, the accommodation for boarders in several of the boarding-houses requires enlargement.

H. Gujránwála.—"This district has not seen any improvement in reference to boarding houses.

I. Kángra.—"One of the nicest boarding-houses is attached to the Pálampur Anglo-Vernacular Middle school, well managed and popular. I understand that the District Board is about to enlarge its accommodation still further. All the rest of the Middle schools have some kind of a boarding-house.

Ráwalpindi Circle.—"Nothing of importance was done during the year towards the improvement of boarding-houses, except at Gujrát, where the boarding-house attached to the District School was extended by the addition of a couple of rooms with a verandah in front of them, the expenditure on which was mostly met from boarding-house fees. With the exception of Abbottabad, where there is need for one,* all the District schools are well provided with boarding-houses.

"Most of the 21 Vernacular Middle schools are provided with more or less accommodation for boarders, and some few of them have cooks provided for them. The Pesháwar Mission school has a very good boarding-house, while neither the Ráwalpindi nor the Gujrát Mission school has got one at all. The English Municipal schools at Ráwalpindi and Haripur provide accommodation for their outsiders, but a boarding-house is very badly needed at Pind Dádan Khan.

Mooltan Circle.—"There are but two boarding-houses in the whole circle at Mooltán and Derá Ismáil Khán, as I cannot dignify the single out-house of two small rooms at Jhang District school, or the wretched hovel at Miánwáli by the name of boarding-houses. The building at Mooltan consists of the old Settlement office and its out-offices, and contains at present upwards of 40 boarders from far and near. It is not built in orthodox boarding-house fashion, *i.e.*, as a barrack with 2 or 3 or 4 dormitories, but it has answered the purpose admirably, and is a most popular institution. The boarding-house at Derá Ismáil Khán is hardly large enough, as it accommodates but half-a-dozen boys. The Head Master of Mooltán has looked well after his boarding-house, and the inmates are happy and contented, as they have a

* This is quite a mistake. A boarding-house is required at Abbottabad and will, I hope, be provided. A good site is available.—D. P. I.

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study and reading-room. It is hoped that during the current year the whole of the central building may be available for the boarders."

Private liberality.

77. A list of prizes offered by private liberality for award at the Middle School examination is printed as Appendix C. The number of prizes is very much smaller than in 1884-1885; but this may be due to the fact that public attention was not called to the matter before the recent examination. It is probable that from the same cause prizes actually awarded have not in many cases been reported to the Registrar. It was proposed by Mr. Ibbetson to issue an annual circular on the subject; but his instructions were unfortunately overlooked by my office. The residents of Jullundur have contributed more liberally than those of any other district on the present occasion; and in addition to the prizes provided for the Middle School examination, they subscribed more than Rs. 400 for rewards to boys of Middle and Primary schools who distinguished themselves at the time of the annual inspection.

SECTION B.—PRIMARY SCHOOLS.

Number of Primary schools and scholars

78. The number of Primary schools has risen from 1,489 to 1,562, the number of boys from 79,133 to 81,916, and the average attendance from 61,781 to 65,394. Government and Board schools have risen in numbers from 1,358 with 73,305 boys, to 1,407 with 75,573; Aided schools from 122 with 5,573 boys, to 129 with 5,654, and Unaided schools from 9 with 255 boys, to 26 with 689.

79. The following table shows the number and distribution of schools and scholars at the close of the year:—

Class of Schools.	No. of Schools.	Number of Scholars in		
		Upper Primary Stage.	Lower Primary Stage.	Total.
Government—				
Departmental ...	65	236	6,590	6,826
Under other Departments ...	1	25	39	64
Local Board	1,288	9,269	55,425	64,694
Municipal Board	53	610	3,379	3,989
Aided	129	227	5,427	5,654
Unaided	26		689	689
Total ...	1,562	10,367	71,549	81,916

80. In the Lahore Circle there has been an increase of numbers in every district, and in the Umballa Circle in every district except Karnál and Umballa, where the falling off is less than 2 per cent. In the Ráwalpindí Circle the attendance has increased in every district except Ráwalpindi, where the decrease is less than 2 per cent., Gujrát where it is under 3 per cent, and Kohát where it is about 2 per cent. In all these districts the reduction is confined to the Lower Primary department, the numbers in the Upper Primary having increased.

81. The Mooltan Circle alone shows a falling off in the aggregate number of scholars, though the average attendance has increased by 290. In four out of the seven districts comprised in the circle, the returns show a reduction as compared with the previous year,

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viz., in Mooltan about 8 per cent., in Jhang merely nominal, being about ½ per cent., in Dera Ismáil Khán about 12 per cent., and in Bannú nearly 5 per cent. The Inspector reports that in the Mooltan district, where the former District Inspector, who was getting old and enfeebled has lately died, his successor found that great laxity had prevailed as to striking off the names of boys who absented themselves from school. The strict enforcement of the rules on this subject has no doubt caused some merely nominal reduction. A further reduction has taken place in consequence of the abolition of six schools that were reported to be in a very unsatisfactory condition. In Dera Ismáil Khán the falling off is due in a great measure to the incorporation of two branch schools in the Mission school at the head-quarters of the district, the boys being now included in the returns for Secondary schools: and so far of course the reduction is merely nominal. No cause has been assigned for the falling off in the Bannú district, where the schools are reported to be making satisfactory progress.

82. The increase of numbers throughout the Punjab has been 9·9 per cent. in the Upper Primary department, 2·6 per cent. in the Lower Primary department, and 3·5 per cent. altogether. Of the total number of boys 12·6 per cent. are in the Upper Primary department, against 11·9 per cent. in 1884-85. It may be added that most of the Primary schools in large towns are constituted as branches of Secondary schools, and teach up to the Lower Primary standard only; and the boys who continue their studies after completing this course join the Upper Primary department of the main schools.

83. Including the boys attending the Primary departments of Secondary schools, 115,472 boys are receiving Primary education The increase in numbers has been 10·5 per cent. in the Upper Primary department, 1·8 per cent. in the Lower Primary department, and 3·2 per cent. altogether. Of the 115,472 boys now receiving Primary education in the Province, 17·7 per cent. are in the Upper Primary department, against 16·6 per cent. last year. Of the total number 102,605 are in Government and Board schools, 11,813 in Aided institutions, and 1,054 in Unaided schools. Absolute reliance cannot be placed on the returns of Unaided schools, and it may be presumed that all such institutions will seek to obtain grants-in-aid under the new rules.

Results of Primary examinations.

84. The number of passes by the Upper Primary examination has risen from 5,377 to 5,985 or by 11·3 per cent., and by the Lower Primary standard from 11,289 to 12,240, or 8·4 per cent. The corresponding increase in the number of scholars, as we have already seen, was 9·9 per cent. and 2·6 per cent. respectively, which shows that the attainments of the boys advance far more rapidly than their numbers.

Of the 5,985 who passed the Upper Primary examination 2,145 took up English and 3,840 the Vernacular only. Of the former 1,576 were supplied by Government and Board schools, 557 by Aided, and 12 by Unaided institutions. The great majority of Aided Primary schools are branches of Anglo-Vernacular institutions, which teach up to the Lower Primary standard only, and most of the others are for low-caste boys. All the candidates who passed the Upper Primary examination in the Vernacular were supplied by Government and Board schools. Of the 12,240 boys who passed the Lower Primary examination 11,237 came from Government and Board schools, 854 from Aided, and 149 from Unaided schools.

The increase of passes by the two standards has been general in both Government and Aided schools in the Umballa,

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Lahore, and Ráwalpindí Circles, except in the Upper Primary department of Aided schools in the Umballa Circle, where there is a decrease of 4. In the Mooltan Circle there was a decrease of 10 in the passes from Government and Board schools by the Upper Primary and 9 by the Lower standard, and a decrease of 31 in the number of passes by the Lower standard from Aided schools.

Expenditure on Primary schools.

85 The expenditure on Primary schools amounted to Rs. 3,19,077, of which Rs. 22,299 were contributed from Provincial funds, Rs. 2,24,163 from District funds, Rs. 24,493 by Municipalities, Rs. 30,952 from fees, and Rs. 17,170 from other sources. Of this amount Rs. 2,84,760 were expended on Government and Board schools, Rs. 32,419 on Aided schools, and Rs. 1,898 on Unaided institutions. The expenditure has increased since last year by Rs. 10,244, or 3·3 per cent. The expenditure from public funds on Government, Board and Aided schools shows an increase of Rs. 8,061, or 3·1 per cent. Fees have increased by Rs. 1,664, the increase being mainly in Government and Board schools. The expenditure from "other sources" has increased by Rs. 499 only, and this was entirely in Unaided institutions; that in Government, Board and Aided institutions being less by Rs. 66 than in the previous year.

General progress of Primary education.

86. The statistics given above show a steady and satisfactory progress in Primary schools, and in Primary education generally, both as regards the numbers of scholars and the quality of the instruction imparted. Since the close of the year an additional lakh of rupees has been provided for Primary education, including the subordinate Inspecting Staff and Normal schools; and this cannot fail to cause a large and immediate increase in the number of boys, and to bring about, in the course of a few years, a great improvement in the Primary schools of the Province.

The Inspector of the Umballa Circle writes as follows regarding the Primary schools in his circle :—

"Including the Primary departments of Secondary schools the total number of scholars in the Primary stage has risen during the year from 25,824 to 26,393, and of those reading English from 3,601 to 3,879. The increase in the total number of scholars is due partly to the opening of a number of new schools during the year and partly to the bringing on the list of the Unaided schools above mentioned. The increase in the number reading English, which amounts to 278, may be attributed to the increasing desire for the study of that language among the native population. That the increase in the number of scholars in Primary schools has not been so large as could be expected is due to the injurious influence exercised on our educational institutions in the southern part of the circle by the fever epidemic which prevailed there for two years successively.

"Of the total number of scholars at the Primary stage 4,035 were reading in the Upper and 22,358 in the Lower division. Of the former 1,702 were in Anglo-Vernacular and 2,333 in Vernacular schools. Last year the number of boys reading in the Upper department of Anglo-Vernacular and Vernacular schools was 1,580 and 2,198 respectively.

"The total expenditure on Primary education amounted during the year to Rs. 89,001. Of these the District funds contributed Rs. 58,900, or more than 66 per cent.; the Municipal funds Rs. 7,215, or more than 8 per cent.; and the Provincial revenues Rs 7,424, or 8·3 per cent. Of the remainder Rs. 8,314, or 9·3 per cent., were provided from fees, and Rs. 7,148, or more than 8 per cent. from subscriptions and endowments. The expenditure last year amounted to Rs. 84,693, or Rs. 4,308 less than during the year under report.

"In 1884-85 there were for the Upper Primary examination 1,503 candidates; 547 on the Anglo-Vernacular and 956 on the Vernacular side. During the year under report the number of candidates for that examination rose to 1,545, showing an increase of 42. Of these 657 were from Anglo-

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Vernacular and 888 from Vernacular schools: the former showing an increase of 110 and the latter a decrease of 68. Of the Anglo-Vernacular candidates 493, or 75 per cent., and of the Vernacular candidates 710, or nearly 80 per cent., were successful. During the previous year 404, or 73·8 per cent., and 696, or 72·8 per cent., passed from Anglo-Vernacular and Vernacular schools respectively. Taking all the Primary schools together 38·3 per cent. of the students in the Upper division were presented for the examination, of whom 77·5 per cent., or 29·8 per cent. of the whole, were successful. The percentage of passes for the last year was slightly less.

"The percentage of passed candidates was 79 per cent. for Departmental and Board schools and 66 per cent. for Aided and Unaided schools, against 73·4 per cent. and 70·5 per cent. for the last year.

"For the Lower Primary examination there were from Departmental and Board schools 2,931 candidates, of whom 2,334, or more than 79 per cent., passed. The Aided schools presented 265 candidates and passed 218 or 83 per cent. Last year the number of candidates from Government schools was less by 181, and that from Aided schools by 52. The percentage of passes for that year was 77 for Government and 86 for Aided schools.

"From the statistics reviewed in the preceding paragraphs, it will be seen that the progress of Primary education during the year, though retarded by sickness, has been, on the whole, fairly satisfactory. The number of schools has increased by 6 per cent. and that of scholars reading in Anglo-Vernacular schools by about the same number. The increase in the total number of scholars, *viz.*, 2 per cent., however, has not been so satisfactory as was expected. The expenditure has increased by more than Rs. 4,000. The results of examination are a decided improvement over those for the previous year."

The following extracts are from the report of the Inspector of the Lahore Circle:—

"The number of scholars reading in Primary schools, including the Primary departments of Secondary schools, has increased during the year from 47,459 to 50,439, or 5·9 per cent. This progress, however, is more perceptible in the Upper Primary than in the Lower Primary division. In the former the total number of boys are reported to have increased from 8,235 to 9,174 or 10·2 per cent., whilst in the Lower division there were 41,265 boys against 39,224 last year, or an increase of 4·9 per cent.

"The subjoined table shows the distribution of the pupils over the Upper and Lower Primary divisions of the schools in this circle:—

Kind of Schools.	No. of Schools.	Upper Primary.	Lower Primary.		
			Reading printed books.	Not reading printed books.	Total.
Departmental	29	13	2,487	641	3,141
Local Boards	555	4,148	24,089	76	28,313
Municipal	20	283	1,444	71	1,798
Aided Anglo-Vernacular	47	132	1,772	569	2,473
Unaided	19	...	560	...	560
Other departments	1	25	39	...	64
Total ...	671	4,601	30,391	1,357	36,348
Primary departments of Secondary schools ...	87	4,573	8,964	553	14,090
Total	758	9,174	39,355	1,910	50,439

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"The proportion of boys in the Upper Primary department is 18·18 per cent. of the total number of scholars in the Primary schools, showing an increase of 1·15 over the percentage of last year.

"The total expenditure on Primary education has increased since last year from Rs. 1,31,765 to Rs. 1,34,886, of which sum Rs. 12,444 was contributed by Provincial revenues, Rs. 89,111 by Local funds; Rs. 9,188 by Municipal funds, Rs. 16,331 by fees, and Rs. 2,928 by subscriptions, Rs. 4,884 being provided from other sources. The cost of Primary departments attached to Secondary schools is included in the total expenditure of Secondary schools, and cannot be separated.

"Of 9,174 students in the Primary division, including Primary departments of Secondary schools, 3,351 candidates were presented from 507 institutions for examination by the Upper standard, of whom 2,546, or 75·9 per cent., were successful, against 2,247 out of 3,176, or 70 per cent., last year. During the year under report the percentage of candidates passed was 84·1 for Aided, 75·2 for Government, and 75·0 for other institutions. The Aided schools, however, sent up a much smaller proportion of their total number for examination. the proportion of passes to numbers on the rolls being 20 per cent. for Aided, against 28 per cent. for Government schools. The number of candidates from the latter was more than 10 times that of the former. The proportion of passes to pupils on the rolls has risen from 28·4 to 28·9 per cent. in Government, while it has decreased from 24·3 to 20 per cent. in Aided schools.

"Of 41,265 pupils in the Lower division, including 1,910 not reading printed books, 6,581 were presented from 668 institutions for the Lower Primary standard, of whom 4,980 were successful, against 4,693 out of 6,485 in the previous year. Again, comparing the number of passes with the total under instruction in the Lower Primary stage, the percentage this year is 12 against 11·9 in 1884-85. During the year under report 4,624 or 76·1 per cent. were successful from the Government, 345 or 70·9 per cent. from the Aided, and 68·4 per cent. from the other institutions; the Government schools sent up 16·7 per cent. of their pupils for the examination, while the Aided and Unaided, 7·6 and 7·3 per cent., respectively. The proportion of passes to numbers on the rolls was 7·6 per cent. for the Aided, against 16·7 per cent. for Government schools. The proportion of the Unaided schools was 5 per cent. The number of candidates from Government schools was 8 times that from Aided schools. The proportion of passes to pupils has risen from 12·7 to 16·7 per cent. in Government, and from 7·5 to 7·6 per cent. in Aided schools.

"Of the successful candidates for the Upper Primary examination this year 1,454 were Hindús, 734 Muhammadans, 350 Sikhs, 12 Native Christians, and one other. Of those who passed by the Lower Primary standard 2,555 were Hindús, 1,805 Muhammadans, 633 Sikhs, 30 Native Christians, and 4 others.

"From the statistics that have been reviewed in the preceding paragraphs it will be observed that the instructional and numerical progress in Primary education during the year has, on the whole, been satisfactory. Finally, I may remark that the number of schools and the number of scholars have increased by 3·7 and 5·9 per cent., respectively."

The remarks entered below are from the report of the Inspector of the Rawalpindí Circle:—

"There were at the end of the year 254 schools of this grade; all the above contained 2,626 in the Upper Primary and 15,288 in the Lower Primary—total 17,914 boys.

"The expenditure on the above schools for the year was Rs. 50,371. Of this amount, Rs. 1,951 came from Provincial revenues, Rs 39,909 from District funds, Rs. 2,386 from Municipal funds, Rs. 4,321 from fees, and Rs. 1,804 from subscriptions and endowments.

"The results from the Primary examinations of the year are the following: Upper Primary, 969 candidates and 792 passes; Lower Primary, 2,483 candidates and 2,077 passes.

"Comparing the above figures with those of the last year it is found that the number of schools has increased by 12, and the number of scholars by 641.

"For the Upper Primary examination there were 113 more candidates and 122 more passes, and for the Lower Primary examination 516 and 395 more, respectively.

"There has been an increase of Rs. 2,121 in the expenditure, and most of this was from District funds, while the fee income has increased by Rs. 251.

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"The inspection reports, drawn up by the Assistant Inspector and me, on the different districts show that work was going on very satisfactorily on the whole during the year.

"In Sháhpur, one of the backward districts, there were good signs of improvement in the style of instruction imparted, and this is no doubt to a great extent to be attributed to the addition of five new certificated teachers to the teaching establishment during the year.

"In Hazára, another backward district, both the quantity and quality of instruction were improving, and still further progress will be obtained when arrangements are made for the establishment of a second Vernacular Middle school to secure a larger supply of local teachers which the district is so much in need of. One drawback, however, in this district is that boys will not go any distance from their homes to attend school. In most districts half the number of boys in a school do not belong to the village where the school is situated. In most of the schools in Hazára, there are very few of these 'outsiders' to be found. In Kohát very little is as yet going on in Vernacular education out in the district. There are only four Vernacular schools there, and one of these it was proposed during the year to close and to open another in some other village.

"In the Jhelum district the 15 Aided schools which had last year 591 boys, and cost nothing to the public funds, except the Rs. 367 distributed amongst the teachers in rewards at the annual examination, increased at the end of this year to 21 schools with 819 boys and obtained a reward grant of Rs. 600."

The following extracts are from the report of the Inspector of the Mooltan Circle. The practice that Mr. Harvey detected of sending up boys a second time for an examination they had already passed should be sternly repressed, and the teachers concerned should be made to understand that if detected in future in any such fraud they will be summarily dismissed. The existence of such a practice appears to indicate considerable laxity on the part of the District Inspector or Chief Muharrir, who ought to have detected it at once:—

"The total expenditure in Primary schools from all sources was, during the year, Rs. 44,819, against Rs. 43,519 spent last year. Of this amount Rs. 480 are from Provincial funds, against Rs. 378; Rs. 36,243 from local rates, &c., against Rs. 34,418; Rs. 5,704 from Municipal funds, against Rs. 6,290; and the rest, Rs. 2,392, from fees and subscriptions, against Rs. 2,513 of last year.

"The total number of boys who were presented for examination by the Upper Primary standard from all schools was 1,063, of whom 784 passed, or 73·75 per cent., against 754 out of 949, or a percentage of 79·45 reported last year, showing a decrease of 6 per cent.

"In the Lower Primary examination 2,040 boys appeared from all schools, of whom 1,554 passed, or 76·15 per cent., against 1,597 out of 1,948, or 81·98, per cent., recorded last year, showing a decrease of 6 per cent.

"The decrease is pretty evenly distributed among the Aided schools and those under public management, and I know not how to account for the fact otherwise than that I found out for the first time during my last tour that several boys had been presented for examination who had already passed by these standards. Those detected were not examined, but there may have been many who were not discovered. The examinations were also more strictly carried out than before, and the final results were not left to the subordinate Inspector as has heretofore been the case.

"In point of instruction there has been wonderful improvement. The most difficult districts to deal with, with regard to instruction, are those of Mooltan and Muzaffargarh, not only because of the low standard of morality in the population, but because there are but two Vernacular Middle schools in each, and a regular supply of teachers is more difficult to obtain than elsewhere. The progress in the Jhang District is most marked, and with the exception of Muzaffargarh, there has been general improvement all round."

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General Questions.

Extension of English education.

SECTION C.—GENERAL QUESTIONS.

87. The number of boys learning English has risen during the year from 14,574* to 16,053, or by 10·1 per cent., and the percentage of scholars studying that language on the total number of native boys under instruction in Primary and Secondary schools, has risen from 12·1 per cent to 12·8 per cent. Of the boys now learning English 1,574 are in Aided Primary schools, and the majority of these are in the Lower Primary department. The importance, however, of requiring a boy to make some progress in the Vernacular before beginning the study of English is now generally recognized; and it was determined at the Educational Conference not to give instruction grants for English in the Lower Primary department. This will tend, of course, to induce the Managers of Aided schools to defer instruction in English till a boy enters the Upper Primary department; and to check for a year or two the annual increase in the number of boys learning English.

88. Mr. Ibbetson in the last report referred to the strong and growing desire that exists in all large towns for English education. As an example of this tendency it may be stated that it has been found impossible to maintain a purely Vernacular Upper department in connexion with the Model schools attached to Normal schools for Vernacular teachers at Delhi, Lahore and Ráwalpindí; and that we have been forced to arrange for instruction in English in the Upper departments of these schools.

89. Measures have now been taken for raising the fees in all schools, and for doubling the new rates in the case of Anglo-Vernacular schools in the course of the ensuing five years. It has been ruled also, that new schools for Secondary education must be established on the grant-in-aid system; and that if it is desired to introduce the study of English into an existing Board school or to raise it to a higher grade, one-third of the total expenditure on the school must be met from private sources in the case of an Anglo-Vernacular school, and one-fourth in the case of a purely Vernacular school.

90. The following extracts, which are taken from the reports of the Inspectors, bear on the subject of English education:—

Umballa Circle.—"It has been shown that the increase in numbers reading in Secondary schools is limited principally to Anglo-Vernacular institutions, that in Vernacular schools being so slight as hardly to require notice. This fact shows beyond doubt that the desire for the study of English is steadily increasing among all classes of the native population. To the remarks under this head contained in my report for the last year I have nothing to add.

Lahore Circle.—"It has already been stated that the Anglo-Vernacular scholars have increased from 2,392 to 2,730, or 12 per cent. of the number of those seeking Secondary education; while on the Vernacular side the number has risen from 1,508 to 1,610, or 6 per cent. The increase of the number desirous of obtaining an English education is steadily on the increase. Last year it was 10 per cent., and there is no sign that this tendency will be checked until the limit of class accommodation and teaching power of the different schools are reached. It is also possible that more private adventure schools may spring up to supply the increasing demand, but hitherto such schools have been noted rather for their rarity than their proficiency. The introduction of the new Code for native schools will, however, do much to relieve the excessive strain upon the large and frequently over-crowded schools whose prosperity has been long since assured. The Vernacular schools, on the other hand, are by no means languishing, and it is satisfactory to observe the steady increase in numbers and the progress in education.

* In para. 80 of the last report the number given is 14,307, as Unaided schools were not included.

"Of the total number of pupils in the different Middle departments, 63 per cent. belong to Anglo-Vernacular schools and 37 to purely Vernacular schools. Last year's percentage for the latter was 38·7.

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Ráwalpindi Circle.—"The number of scholars learning English in High and Middle departments of Secondary schools was 1,017 at the end of this year, against 828 at the end of last year, or an increase of 22⅘ per cent. The number of scholars in Secondary Vernacular schools rose from 644 to 724, or an increase of 12⅔ per cent. The increase in the number of students therefore receiving Secondary instruction in English has gained a little more than 10 per cent. over the increase in Secondary Vernacular students. A similar comparison cannot be made in Upper departments of Primary schools, because English is taught in the Lower departments of some of the Mission schools; so we shall have to deal with the whole of the Primary schools. The total number of scholars in the Primary departments of all schools, English and Vernacular, has risen from 23,797 last year to 24,265 this year, or an increase of nearly 2 per cent.; while the number learning English in the Primary standard has risen from 1,420 to 1,572, or an increase of over 10 per cent.

"No new Vernacular Middle school was opened during the year, nor has any application for one been forwarded by the people themselves. English instruction was not introduced in any school, though several applications were submitted either this or last year. There is no doubt that the desire for English instruction and the willingness to pay for it are growing stronger and stronger every day, even though the old strong idea still clings to the native mind that it is right and proper to have all the English instruction paid for by the Sarkar, as used formerly to be the case. As soon as this idea, which is gradually growing less, is finally eradicated from their minds by the fixed determination on the part of Government of making the people pay for all their English instruction, except such sums as can be justifiably afforded from public funds, the people will then take the matter into their own hands and we shall have English schools springing up everywhere.

Mooltan Circle.—"There is no doubt that the desire for English education is growing stronger in the native mind wherever a desire for education obtains at all. The extra expense entailed by the teaching of English in Rájanpur has been subscribed for by the more influential inhabitants, and several applications have been made on behalf of other Vernacular schools in the same direction. But there is a danger of aspirants for Vernacular Secondary education not being able to obtain such, and I do not think the readiness of towns-people to subscribe for the maintenance of English classes in a school, which was the only one which the surrounding Primary school boys could join, should be too readily accepted unless Vernacular boys also had a fair chance of prosecuting their studies further in a not inaccessible school."

Scholarships.

91. The following table shows the expenditure on scholarships in public schools for boys:—

EXPENDITURE ON SCHOLARSHIPS IN SECONDARY AND PRIMARY PUBLIC SCHOOLS FOR NATIVE BOYS.

Class of Institutions.			Provincial revenues.	Local rates.	Municipal funds.	Other sources.	Total.	Number of students.	Income from fees.
Secondary schools	Anglo-Vernacular	Government ..	11,020	12,719	3,443	1,771	28,953	15,306	63,589
		Aided ...	3,011	1,211	830	2,141	7,193	7,9385	25,023
	Vernacular	Government...	...	14,653	1,188	246	16,087	19,154	12,198
		Aided ...	...	...	.	...	...	...	...
	Total		14,031	28,583	5,461	4,158	52,233	42,445	1,00,810
Primary schools	Government		...	264	..	...	264	75,573	24,978
	Aided		...	...	80	389	469	5,654	5,688
	Total		..	264	80	389	733	81,227	30,666
Secondary and Primary schools	Government		11,020	27,636	4,623	2,017	45,304	1,10,033	1,00,765
	Aided		3,011	1211	910	2,530	7,662	13,639	30,711
	Total		14,031	28,847	5,541	4,547	52,966	1,23,672	1,31,476

The expenditure amounted to Rs. 52,966, of which Rs. 52,204 was incurred in Secondary schools. The amount spent in Primary schools is very trifling; and it was considered by the Educational

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Conference, lately held at Lahore, that it would not be desirable to award scholarships to boys who had not passed the Upper Primary examination.

The total expenditure on scholarships has fallen by 7·5 per cent., that from Provincial revenues by 2·2 per cent., from District funds by 9·6, from Municipal funds by 2·6, and from other sources by 16·7. The expenditure on scholarships is equal to 40·2 per cent. of the income from fees. In the previous year the percentage was 48·5.* The reduction of expenditure is confined to Government and Board schools; in Aided schools the expenditure has increased by 7·6 per cent., and is now equal to 14·4 per cent. of the total expenditure, against 12·2 in 1884-85.

New rules for the award of High School scholarships were introduced in 1884-85 and have been accepted, after some revision, by the Educational Conference and embodied in the Code.

Revised rules for the award of Middle School scholarships also have been accepted by the Conference and sanctioned by Government, and will come into immediate operation.

Regarding scholarships the Inspector of the Umballa Circle writes as follows:—

"The district reports, with one exception (Karnál) are again silent as to the amount expended on scholarships from District and Municipal funds. The new rules regarding the award of Government scholarships tenable in High departments of Secondary schools came into force during the year. On the results of the Middle school examination held in April 1885 six prize scholarships of the value of Rs. 6 each and 38 ordinary scholarships of the value of Rs. 4 each were awarded to the students of this circle. The candidates on the Anglo-Vernacular side gained 4 prize and 23 ordinary scholarships. To candidates on the Vernacular side 2 prize and 15 ordinary scholarships were given. Of the 4 prize scholarships on the Anglo-Vernacular side 2 were won by students of the Anglo-Arabic school, Delhi, one by a student of the District school, Bhiwání and one by a pupil of the District school, Ludhiána. Of the 2 prize scholarships on the Vernacular side, one was awarded to a student of the Najafgarh school in the Delhi district and the other to a boy of the Morindá School in the Umballa district.

"Among Anglo-Vernacular schools the Arabic school at Delhi, and among Vernacular schools the Middle school at Morindá in the Umballa district won the largest number of scholarships. The new rules regarding the award of Middle School scholarships (open and close) published in Chapter VII of the Education Code, will come into force during the present year. The number of open scholarships provided for each district will be a great stimulus for exertion to the students of our Primary schools, especially to those who do not belong to the agricultural class.

"Scholarships provided from the Turnbull Memorial Fund are awarded, as stated in the report for the year 1884-85, to Játs boys in Vernacular Primary schools who wish to prosecute their studies in English. They are tenable in District schools at Delhi, Rewárí, Rohtak, Bhiwání and Karnál."

The Inspector of the Lahore Circle remarks as follows:—

"The total expenditure on scholarships in Secondary and Primary schools for native boys in the circle during the year was Rs. 23,777, of which the Provincial revenues contributed Rs. 6,019, local rates Rs. 14,655, and Mucicipal funds Rs. 2,581. The remaining sum of Rs. 522 was contributed from fees, subscriptions and other sources.

"The total amount paid for scholarships has decreased from Rs. 26,261 to Rs. 23,777. The amount contributed from Provincial revenues has fallen from Rs. 6,827 to Rs. 6,019, that from local rates from Rs. 15,165 to Rs. 14,655, that from other funds from Rs. 2,051 to Rs. 522; while on the other hand there is an increase in the expenditure from Municipal funds from Rs. 2,219 to Rs. 2,581.

"It is almost impossible to compare the different districts with each other with regard to the scholarships paid in them. Gurdáspur, Hoshiárpur, Lahore and Jullundur have contributed very largely from local rates, and the Municipal funds at Amritsar, Lahore, Kángra and Gurdáspur have done

* Excluding scholarships in the Oriental School not included in this year's returns.

much towards encouraging education by bestowing scholarships on deserving pupils. A small amount is derived from other sources besides Provincial revenues, local rates and Municipal funds in the Jullundur, Amritsar and Siálkot districts. Private liberality is exhibited in the case of awarding prizes rather than scholarships."

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The following extract is from the report of the Inspector of the Ráwalpindí Circle :—

"There was a sum of Rs. 4,458-5-11 spent on scholarships during the year; Rs. 578-13-4 came from Provincial revenues, Rs. 2,639-6-8 from District, and Rs. 1,217-1-6 from Municipal funds; while Rs. 24 were contributed to the District school at Abottabad by the Gyán Samáj at that place. The above shows a decrease of Rs. 1,690 for the year.

"All the expenditure from Provincial revenues is on High School scholarships, which are of the value of Rs. 4 and Rs 6 per mensem each.

"The expenditure on scholarships or stipends from District and Municipal funds is nearly all spent in the Middle departments of Secondary schools; and in the Vernacular schools of the advanced districts, such as Ráwalpindí, Gujrát and Jhelum, these scholarships are of the value of one rupee per mensem each; and in the other districts between Rs. 2 and Rs. 3 each."

Fees.

92. The income from fees has risen from Rs. 1,23,373 to Rs. 1,32,113, or by 7·1 per cent. At the Educational Conference, as already stated, new rules were drawn up which will have the effect of adding very largely to the income from this source in future years. They will also bring about some uniformity of system in Aided schools and in the Vernacular schools of different districts. Hitherto the practice has varied to an extraordinary extent in the latter class of institutions.

Deputy Commissioners were requested to endeavour to work up to the scale adopted in the Ludhiána district, but in the absence of precise orders on the subject it was impossible to secure a satisfactory result throughout the Province.

The returns show an increase of the fees collected in the Primary schools and the Aided schools of the Umballa Circle, but a slight decrease in the case of Government and Board schools for Secondary education.*

The Inspector of the Lahore Circle reports that in almost all the districts improvement is visible in the amounts realised from fees, and that the cause lies mainly in the steady numerical progress of Secondary schools.

The Inspector of the Ráwalpindí Circle writes as follows:—

"The total amount of fees collected in boys' schools was Rs. 20,446; *viz.*, from Secondary English schools Rs. 14,732; Secondary Vernacular schools Rs. 1,393; Primary schools Rs. 4,321. The total increase for the year was Rs. 2,435, made up of Rs. 2,211 in Secondary English schools; and in Secondary Vernacular Rs. 74; Primary Rs. 150. The total income has therefore risen by 13½ per cent.; and the amount in Secondary English schools by 17½ per cent. over last year.

"All the Secondary English schools contributed to this increase more or less. The largest share, Rs. 480, fell to the Bhera District school, while Rs. 263 and Rs. 257 were collected in the Pind Dádan Khán and Háripur schools respectively.

"Of the increase of Rs. 74 in Secondary Vernacular schools, the Jhelum and Gujrát districts contributed Rs. 36 and Rs. 33. Nearly all the districts helped to form the increase of Rs. 150, headed by the Sháhpur district which contributed Rs. 78 of that amount."

The following extract is from the report of the Inspector of the Mooltan Circle :—

"The total amount of fees realised during the year under report from all the schools in the circle was Rs. 13,394 against Rs. 12,653 collected last year. Of this sum Rs. 5,994 was contributed by the three District schools, Rs. 2,[illegible] by the Aided Mission schools, Rs. 2,615 by the Anglo-Vernacular

*The Inspector thinks that there is an error as regards the latter class of school, and that the fees in these institutions have actually increased; but as his remarks have been received just as this chapter is going to press, it is impossible to investigate the matter.

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Municipal Boards schools, Rs. 599 by the Vernacular, Local and Municipal Board schools, and Rs, 1,986 by all the Primary Vernacular schools. No fees are shown as having been collected in any of the Primary or Secondary schools of the three Frontier districts. The three branch schools in Mooltan city contribute far more than all the rest of the Primary schools in the district; the four branches of Dera Ghází Khán contribute almost as much; the Muzaffargarh Primary schools contribute nothing whatever; Jhang only Rs. 24; while Montgomery still continues *facile princeps* in the fees collected from both Primary and Secondary schools, if we do not take any district school into consideration. The total increase is gratifying, and an effort is being made to collect fees in the Frontier Secondary Vernacular schools in future."

Physical Training.

93. Cricket has been cultivated in the Punjab for many years with great success; but until recently Ludhiána has been the only district where physical training has been systematically introduced in all the schools. Gymnastic instructors have been supplied from Ludhiána to some other districts; and a circular was issued during 1884-85 by Mr. Ibbetson, with the view of encouraging the farther extension of games and calisthenics. Arrangements have now been made for systematic instruction in gymnastic exercises in the Central Training College and in Normal schools. It is proposed also to bring the subject before the next Education Conference, with the view of determining what further measures can be adopted with benefit. Probably a system of small grants to schools or of rewards to the most proficient amongst the students would be the most effective stimulus that could be given to the extension of the system.

The following remarks on the subject are from the Inspectors' reports:—

Umballa Circle.—"The following is a brief account of the present state of physical education in each district.

Delhi.—"Gymnastic apparatus has been supplied to both the Primary and Secondary departments of the District school, and an instructor on Rs. 10 per mensem has been appointed. But the boys do not take so fondly to this branch of physical training as to cricket, which has been practised steadily during the year, and several matches have been played between the District school team, the soldiers, and the Mission school eleven. In Board schools in the district physical instruction does not appear to receive much attention. A few only of the Vernacular Middle and Primary schools have been supplied with the apparatus.

Gurgáon.—"Cricket was played with much enthusiasm by the boys of the District school, Rewárí, during the first half of the year. The severe hurt which one of the teachers received from a ball in his forehead damped their ardour for a while. Mr. Maconachie, the Deputy Commissioner, encourages sports. A prize of Rs. 10 was awarded by him to the best cricketer at the Darbár held by him at Rewárí on the 1st January 1886. Gymnastics also receive attention. An instructor on Rs. 10 per mensem has been appointed during the year for the District school. In Board schools of the Middle grade instruction is given by a teacher who spends about two months in every school. His work is not favourably reported upon by the Assistant Inspector who inspected the schools of the district during the year.

"Regarding sports in Primary schools the report is silent.

Karnál.—"Gymnastics were introduced late during the year in the District school. An instructor on Rs. 10 per mensem has been appointed. The late Head Master neglected the instructions given to him on the subject. Of the Board schools in the district one or two only have been provided with the apparatus.

Rohtak.—"The District school has the best gymnasium in the circle, and the instructor, Rúr Singh, is a very skilful gymnast. He has exercised all the boys in the school in athletic sports with and without apparatus throughout the year. The attention paid to sports by the boys is now greater than it was ever before, and some of them are quite fit to act as instructors in other schools. Prizes have been founded for excellence in gymnastics. Lawn Tennis is played in the school ground by the boys and some of the residents of the place. The rule requiring the instructor, who is paid from district funds, to inspect the gymnasia of the Vernacular Middle and Primary schools in the district for 15 days every month will, it is apprehended, lessen the ardour of the boys for sports and the

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entertainment of a separate teacher for the District school is therefore recommended; but for this, I believe, there are no funds. As a preliminary measure for introducing sports in Primary schools in the district, the District Board have resolved that all the schools with more than 40 boys should be supplied with the necessary apparatus, and have sanctioned an expenditure of Rs. 146 for this purpose.

Hissár.—"Rái Sánjhí Mal, the Extra Assistant Commissioner in charge of schools in the district, reports that athletic sports have been introduced in almost all the schools in the district, but does not state the nature of these sports or whether the apparatus has been supplied. The Assistant Inspector's report on the contrary tells us that apparatus has been set up in only the Anglo-Vernacular school at the head-quarters, and that in other schools, excepting one in the Hánsí tahsíl, he found no evidence of gymnastics being cultivated. In the District school at Sirsa instruction in gymnastics is given to the boys by one of the teachers who has done fairly well. At Bhiwání a Monitor on Rs. 3 per mensem is employed. Formerly a teacher on Rs. 10 per mensem was entertained by the Municipality as a temporary measure and a plot of ground was rented for cricket. Both these advantages were lost to the school by the injudicious conduct of the late Head Master, Lála Dhan Singh.

Umballa.—"A teacher of gymnastics has been in the Umballa District school since June 1881. He teaches the boys two hours daily. Some of them are good players.

"In the Jagádhari District school instruction in gymnastics is given by one of the teachers. The boys do not seem to take much interest in these games.

"The apparatus is getting old and unfit for use. Monitors from Middle schools in the district are sent for instruction to the teacher in the Umballa District school, who is paid from district funds.

Ludhiána.—"In this district every school, Anglo-Vernacular or Vernacular, Secondary or Primary, has its gymnasium and an instructor of gymnastics.

"The District school excels all the other schools in this respect. Some of the boys are equal to professional athletes in their feats on the parallel and horizontal bars.

"Mr. Wakefield, the Deputy Commissioner, takes the deepest interest in the matter, and it is to him that the other districts are indebted for what they have of physical education.

Simla.—"An instructor of gymnastics on Rs. 5 per mensem has been appointed during the year in the District school. The apparatus is getting old and unfit for use. Application will be made to the Municipality for a new set. In no other school in the district are the boys exercised in gymnastics.

Lahore Circle.—"It is hardly necessary for me to repeat that physical education has not been lost sight of in the Lahore Circle. Cricket and gymnastics, with the help of simple apparatus, have existed more or less in all District schools and in many of the Middle schools in the smaller Municipal towns. Games, such as native boys are familiar with, have been encouraged in Primary schools, and formerly when a fund existed small rewards and prizes were given at the time of inspection for proficiency. The teachers had always one little fact brought home to them, as they now and then showed signs of carelessness on this point, that *Mens Sana* is intimately connected with *Sanum Corpus*. I am now glad to state that physical exercises of various kinds continue to receive due attention. Moreover steps have now been taken to introduce gymnastics as part of the school course in District schools; drilling has also been introduced after school hours; and cricket clubs have been started where none existed formerly.

"Referring to particular districts I find in the several reports submitted that satisfactory progress has been made.

"In the Gurdáspur district, the Deputy Commissioner states physical training has been encouraged, and bats and balls have been supplied to all the 7 Middle schools, and parallel bars are being arranged for. Efforts are being made in the Gujránwála district to introduce a system of gymnastics, and it was the intention of the Deputy Commissioner to have a regular teacher to instruct the larger schools in the various exercises. I trust this will soon be carried into effect, as the Gujránwála district, chiefly owing to want of funds, is somewhat backward in physical education.

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"The Assistant Inspector of Schools in his remarks on the Jullundur district specially mentions the Middle schools at Núrmahl, Kartárpur, and Phillaur as being forward in physical exercises, but he also states that the village boys frequently resort to country games.

"A great deal has been done in the Siálkot district to encourage outdoor exercise. Cricket is becoming actually popular in all the more important schools, especially the Middle schools; whilst Panjábí games and running and jumping have been in vogue in village schools. Moreover all the Middle schools in the district have been supplied with *mugdars* and *munglis* for the use of boys. I repeat all this as I find it recorded, but it is not to be inferred that this advance has been effected during the last year alone. To judge from the reports, physical education in the Siálkot district must be much as it was when I first visited it several years ago, only more advanced.

"Kángra has been by no means backward in supplying gymnastic apparatus to a few of the larger schools, and arrangements were being made to obtain the services of a paid instructor from Ludhiána. Country games of a simple nature are quite common in village schools.

"The districts of Ferozepore, Hoshiárpur and Lahore have not been neglected, and in the Amritsar district physical training of all kinds has long since been cultivated in the Middle schools. Cricket has become very popular, and the gymnastic instructor reports good progress in the exercises on the horizontal and parallel bars.

"As a natural outcome of the general encouragement of physical education, I must once more refer to the Annual Tournament of the various teams belonging to schools in the Lahore Circle. Although the champion belt, founded in commemoration of the late Mr. Alexander, is intended for Government and Aided schools within the circle alone, it has been the practice to invite the cricket clubs of neighbouring schools like Mooltan, Gujrát and Ludhiána to send in representative elevens in order to compete for the trophy.

"As the Lahore District school team had won the belt last year, the annual matches, according to the regulations, were held this year at Lahore. The general management was under Mr. Staines, Head Master, District school, Lahore; Rev. Mr. Norman, Principal, Mission school, Amritsar; and Mr. Carne, Head Master, District school, Amritsar. The victors this year came from the Islámyía School, Amritsar.

Ráwalpindí Circle.—"There is as yet only one gymnastic teacher entertained in the circle, and that is in the Jhelum District school. This school has also a more complete gymnasium than is to be found elsewhere in the circle. Some additions have, however, been made during the year in gymnastic apparatus in the Gujrát and Bhera District schools. Only one or two Vernacular schools have been furnished as yet with anything more than *mugdars*. The sum of Rs. 91-4-0 was also given for this object to the Ráwalpindí Normal school, and some of the apparatus have been prepared; but there is some difficulty in getting ground to set them upon. The game of cricket is carried on in all the English schools and some cricket matches took place during the year between Gujrát and Jhelum. The large schools in this circle are at a greater disadvantage in getting up cricket matches than those in the Lahore Circle are. They are farther apart from one another, and the bringing of teams together incurs a great deal more expense than the boys individually or their clubs can afford to give, while local Committees here are either not so well able or not so much inclined to give the necessary pecuniary assistance as the Committees in other circles are reported to be.

Mooltan Circle.—"In most of the Secondary schools there is physical training more or less carried on, but the Mooltan District school having greater advantage of complete apparatus and a fair amount of funds provided from various sources has developed best in this particular. A native soldier of the 25th P. I. is employed to put each class through a course of gymnastics, and there is a playground and a fair cricket eleven. None of the other schools enjoy the benefits of professional teaching by a gymnast, but as much as possible is being done to improve the physique of the boys everywhere. The Jhang and Dera Ghází Khán District schools sadly require playgrounds, but unless the Secondary school of the former place is built at Adhíwál there is no chance of a playground being available."

School teachers as Post Masters.

94. Regarding the employment of School teachers as Post Masters, the Inspector of the Ráwalpindí Circle has the following remarks:—

"It is most desirable in an educational point of view that the system of schools and post offices combined should be extended as much as possible. The increase of three or four rupees a month to the ordinary salary of a village school teacher ought to have a great effect in raising the demand for village teacherships and consequently in improving the stamp of men that will be in future employed in the posts. So far as I can judge the system seems to be working admirably."

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95. The statistics received from the Native States of Bahá-walpur, Jínd, Kapúrthala and Farídkot are printed as Appendix D, and the following table contains a summary of the results :—

Schools in Native States.

Details.	Bahá-walpur.	Jínd.	Kapúrthala.	Farídkot.	Total.
Secondary Public schools	7	1	5	...	13
Primary " "	36	4	30	...	70
Scholars at Public schools	1,881	225	2,111	...	4,217
" in High department	62	...	29	...	91
" " Middle "	584	3	192	...	779
" " Upper Primary department ...	...	22	420	...	442
" " Lower " " ...	1,235	200	1,470	...	2,905
" Learning English	302	15	309	...	626
Indigenous schools ... Advanced ...	100	...	6	3	109
Indigenous schools ... Elementary ...	255	4	177	..	436
Indigenous scholars ... Advanced ...	680	...	50	167	897
Indigenous scholars ... Elementary ...	2,003	76	1,370	...	3,449
Scholars in all schools	4,564	301	3,531	167	8,563
Total male population	573,494	249,862	252,617	97,034	1,173,007
Males per scholar in Public schools ...	305	1,110	120	...	278
" " " " all " ...	126	830	72	581	137

According to last year's returns there were 72 boys in the High department, 596 in the Middle, 439 in the Upper Primary, and 3,120 in the Lower Primary departments of public schools, or 4,227* in all. The numbers have risen in the High, Middle and Upper Primary departments to 91, 779 and 442 respectively, whilst in the Lower they have fallen to 2,905; so that the total number is 4,217, or about the same as last year. The number learning English is 302 against 244 last year. In Indigenous schools the number of advanced scholars has risen from 452 to 897; but the total number under instruction in such schools has fallen from 4,686 to 4,346. Education is very backward in these States, more especially in Jínd and Farídkot, but public-schools show some improvement.

It may be added that these States supplied 11 successful candidates for the Entrance, and 25 for the Middle School examination.

* Not 4,655 as shown in the Report.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

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SECTION A.—TRAINING INSTITUTIONS FOR MASTERS.

Central Training College, Lahore.

96. The report on the Central Training College for the past year is printed as Appendix E.

97. This institution comprises three classes: a senior English class, training teachers for Secondary Anglo-Vernacular schools, a junior English class for teachers of Primary schools, and a senior Vernacular class for teachers of Secondary Vernacular schools. The junior Vernacular classes, which prepare men for work in Primary Vernacular schools, are taught in the Normal schools of the Province. The College remained under the charge of the late Mr. Dick until the month of October when that officer, as already stated, was transferred to an Inspectorship. He was succeeded by Mr. Bell, a distinguished scholar of Edinburgh University, who was selected for the appointment by the Secretary of State.

At the close of the year there were 72 names on the roll of the College, against 52 at the end of the previous year. Of these 39 were in the English classes and 33 in the Vernacular class.

98. For the senior Anglo-Vernacular Certificate examination there were 13 candidates who all passed, 10 in the first and 3 in the second division—a most excellent result bearing testimony, as Mr. Bell observes, to the thorough work of his lamented predecessor who continued to the last to take an eager and helpful interest in the affairs of the College.

For the junior Anglo-Vernacular Certificate examination there were 8 candidates, and here again there were no failures; but 7 of the candidates were placed in the second division. Mr. Bell considers that this may be due to some extent to the fact that though these men are intended for English teachers in Primary schools, their work has been identified to a great extent with that of the senior class. He proposes to arrange next term for a more thorough separation of the two classes.

I fully concur with the Principal as regards this question. The duties that will be required of the men composing the two English classes are wholly dissimilar. The English teacher in a Primary department is required to teach the elements of English, and in ninety-nine cases out of a hundred this is his sole duty. He is never required to teach anything else, and rarely to exercise supervision over instruction in any other subject. At present the elements of English are seldom taught in a manner that is altogether satisfactory; and the fact that boys are not well grounded in the lower classes exercises an injurious effect throughout the whole course. It becomes, therefore, a matter of

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the first importance that the effects of inferior teaching at an early stage in their school career shall be thoroughly eradicated in the case of those who are to teach English to Primary classes hereafter, and unless this is effectually accomplished, it will be impossible to train them to employ successfully improved methods of instruction. The main objects to be kept in view, therefore, in the case of the Junior English class are, first, that the students shall themselves be thoroughly well grounded in the elements of English, and secondly, that they shall be trained to teach the elements of English to school-boys.

Teachers in Secondary schools, on the other hand, are required not only to teach the English language, but also to give instruction through the medium of English in all the branches of a liberal education, if they are employed in high departments; and to superintend and control the instruction imparted in such subjects through the medium of the Vernacular, if they become Head Masters of Middle schools.

It is evident, therefore, that as the conditions are essentially different, so also should the training be of a totally different character in the two classes.

99. For the Senior Vernacular examination there were 31 candidates, of whom 23 were successful; and of these one passed in the 1st division, and 22 in the 2nd. Of the 8 who failed, 3 failed 'finally'; and 5 who fulfilled certain conditions and passed in the more important subjects, will be entitled under the rules hitherto in force to obtain certificates, if they can gain pass marks at the next examination in the subjects in which they recently failed. The composition of this class was not all that could be desired; it consisted to a large extent of men already employed as teachers, who had not always been selected with discretion and with due regard to the probability of their being able to profit by a course of training.

100. With one exception, all the students of the English classes who completed their course last year had obtained employment when the Principal submitted his report; and seven of those attending during the current session had obtained appointments on salaries averaging Rs. 60 per mensem. They were allowed to join their posts on the condition that they should present themselves for the certificate examination held in July 1886.

Many of the students who attended during the last session were men who joined without any settled intention of following the educational profession. The number of applications for admission for the coming session is, however, unusually large, and will afford more room for selection.

The students of the Vernacular class, who have succeeded in obtaining certificates, have not always found employment suited to their merits and acquirements, and this must tend of course to deter men of high attainments from seeking admission to the College. The new rules for grants-in-aid, however, and the rules that will shortly be promulgated for Board schools will open an assured career to all certificated teachers.

101. The work of the Training College staff, with regard to translation and the examination and preparation of text-books, will be noticed in Chapter IX.

Central Model School, Lahore.

102. The Model School maintained in connexion with the Training College is well conducted; and it has been very successful in the Middle School and Primary examinations. The fees amount to 38·4 per cent. of the total expenditure. Some inconvenience is experienced in consequence of its distance from the Central Training

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College; and it will be a matter for congratulation when both these institutions can be removed to the new building now in course of construction through the liberality of Rái Melá Rám.

The Amritsar Aided Normal School.

103. The Normal School and Training College at Amritsar, lately under the management of the Christian Vernacular Education Society, was made over during the year to the Church Missionary Society. The Home Committee of the latter Society, however, decided recently to give up the institution. I understand that an effort will be made to induce them to reconsider their decision; as it would be a matter of much regret, if the only Aided Normal school in the Province were to be abolished at the very time, when the introduction of the new Code and the encouragement that this must afford to the employment of certificated teachers, will open up a wider sphere of usefulness than this institution has ever enjoyed in bygone years.

For the Junior Anglo-Vernacular Certificate examination 3 candidates presented themselves, of whom 2 were successful; for the Senior Vernacular Certificate examination there were 4 candidates, of whom one passed and one will have a further chance; and for the Junior Vernacular Certificate examination there were 12 candidates of whom 7 passed, 3 in the first division; 3 of the 5 who failed will have another chance.

Government Normal schools.

104. There are at present three Government Normal schools for Primary Vernacular teachers at Delhi, Lahore and Amritsar. The Lahore Normal school is under the immediate supervision of the Principal of the Central Training College who visits the other institutions. A very valuable report on the result of his inspection has been submitted by Mr. Bell. The Lahore school is in a satisfactory condition. The system of training pursued at Delhi was very highly commended; but the methods followed at the Ráwalpindí school, which has had, however, some serious difficulties to contend with, are not quite so satisfactory. Measures will be introduced in the course of the next few months for strengthening and improving the staff of these institutions and of the Model schools connected with them. It has been decided also to establish a fourth Normal school at Jullundur and to raise the number of stipendiary students from 170 to 300.

The number of students at the close of the year in the three Normal schools was 151 against 180 at the end of 1884-85. Local authorities have been extremely remiss in sending students for training, and the enforcement of the rule that they shall not be admitted after a certain period of the session has elapsed has caused a reduction of numbers. Arrangements are in contemplation which will, it is believed, secure the attendance of the full complement of students in future. For the Certificate examination, there were 142 candidates, of whom 102, or 71·8 per cent., were successful, against 78 out of 126, or 61·9 per cent., in the previous year. Some of those who failed in one or two subjects will have a further chance. The direct expenditure on these schools was Rs. 12,350 against Rs. 11,824, and that on stipends Rs. 10,557 against Rs. 10,877 in the previous year.

The somewhat mixed character of the students at Ráwalpindí where there are preparatory classes of men, who have not yet passed the Middle School examination, and the confined nature of the building make it difficult to arrange satisfactorily for criticism lessons and practice in the Model school. The results of the last examination were, however, very creditable to this institution, which passed 28 out of 35 candidates, against 31 out of 47 from Delhi and 43 out of 60 from Lahore. When a new building is provided, for which arrangements are now in progress, and the contemplated changes have been introduced, the existing defects will no doubt disappear.

Four private students went up for the Senior and 22 for the Junior Vernacular Certificate examination. The former failed; but of the latter 15 were successful.

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SECTION B—TRAINING INSTITUTIONS FOR MISTRESSES.

105. There are two Normal schools for native female teachers: one at Delhi under the S. P. G. Mission, the other at Amritsar under a Committee composed mainly of native gentlemen. Last year the returns showed a third school at Lahore; but this, as was noted in the last report, had little or no claim to be regarded as a Normal school, and was in point of fact a large Primary school. It is now called the Central Female School and is included in the returns of Primary schools.

Female Normal schools.

The Female Normal School at Delhi is attended exclusively by Native Christians, and contained at the end of the year 14 students against 17 at the close of the previous year. The expenditure amounted to Rs. 1,501, of which Rs. 480 were paid by Government.

The Amritsar school contained 38 students being an increase of 5. Of these 15 were reading Urdú and Persian, 12 Hindí in the Nágrí character, and 11 Gurmukhí. The expenditure amounted to Rs. 5,716. Of this Rs. 4,516 were paid from Provincial revenues and Rs. 1,200 were contributed by the Municipality, so that the entire cost was defrayed from public funds.

The instruction imparted in these schools is of an elementary character; but they do useful work, and the Amritsar Normal school has supplied teachers to most of the Primary schools maintained by the Committee in the city. Until, however, such institutions are attended by students of far higher attainments than those who now frequent them, it is not possible that they can supply teachers really qualified to hold charge of Primary schools.

106. There is also an institution at Delhi under the S. P. G. Mission which is intended to train European girls for Zanána work. It contained, as it did in the previous year, 3 pupils which is, I think, the usual number. Rs. 300 were contributed from Provincial revenues, and the total expenditure amounted to Rs. 1,409, which is a very large amount to expend on three students.

Training school for European Mistresses.

SECTION C—INSTITUTIONS FOR TECHNICAL TRAINING.

107. The number of students of the Lahore Medical School at the close of the year was 183 against 188 at the end of the previous year. The average number on the rolls was 192, and the average attendance 1,182. The expenditure on maintenance amounted to Rs. 53,936 against Rs. 60,434 in the previous year, and that on scholarships to Rs. 18,746 against Rs. 17,705. The average cost of educating each scholar has fallen from Rs. 313-2 to Rs. 294-11.

The Lahore Medical School.

A most important measure has been carried into effect during the year in the appointment of a lady, Dr. E. Bielby, to teach midwifery to the female students; and the staff has been further strengthened since the close of the year by the employment of two additional professors, who will be paid partly by contributions from Municipal funds and partly from the Provincial revenues. There is every reason to hope that before the close of the current year the students of this Institution, which is now provided with a very strong staff, will be able to take degrees in medicine.

I am indebted to the Principal for the following report on the working of the institution during the past year:—

"The principal alteration during the year was the appointment of Dr. E. Bielby to teach midwifery to the female students in October last, and a proposal, which has been made by His Honor the Lieutenant-Governor,

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to appoint two additional professors whose salaries are to be paid partly by contributions from the Municipalities and partly by Government. This has been agreed to, but the appointments were made after the year had terminated.

"*Admissions of new Students.*—In the English class there were 13 candidates for admission, all of whom had passed the Entrance Examination of the Punjab or Calcutta University, one of these was a female student.

"In the Hindustani class there were 240 candidates for 28 scholarships, 48 of the candidates had passed the Middle School examination in English, and 56 had passed this examination in the Vernacular, while 156 had some knowledge of English. This shows a great improvement in the degree of instruction of candidates, and it has been proposed to allow only those who have passed the Middle School examination to compete for scholarships in future years.

RESULT OF FINAL EXAMINATIONS.

"*English class.*—The final examination for the diploma of Licentiate in Medicine of the Punjab University was passed by 11 students out of 18, six students also passed from the English class as Civil Hospital Assistants, making 17 altogether who passed their final examination.

"*Hindustani class.*—In this class there were 19 students who passed their final examination, and most of them became Hospital Assistants, making a total of 36 students who passed their final examination this year from the school.

"A valuable addition of Chemical apparatus was obtained for the Chemical laboratory, and several new surgical instruments for use in the hospital were purchased.

"The principal alterations in the officers were that, Dr. Lawrie was replaced by Dr. Perry as Professor of Surgery, and Assistant Surgeon Muhammad Husain Khán, Khán Bahádur, on his retirement, by Assistant Surgeon Belí Rám, also Dr. E. Bielby was, as above mentioned, appointed Lecturer on Midwifery to the female class, and Assistant Surgeon Gurán Dittá Mal was appointed as Assistant to the Chemical Examiner in place of Assistant Surgeon Amír Sháh."

The Law School

108. The Law School maintained by the Punjab University had on the rolls at the close of the year 53 students, against 71 at the end of 1884-1885. The cost of maintenance was Rs. 5,284, against Rs. 4,572 in the previous year. The income from fees has fallen from Rs. 3,670 to Rs. 2,136. Both the attendance and the fees have been affected by the new rules under which a higher standard of qualifications is required for admission. It was foreseen that these rules must necessarily produce such a result in the first instance; but the school will soon no doubt make good the temporary loss that it has sustained.

The results of the Law Examinations were not supplied until 17th July, and they do not shew how many of the candidates were sent up by the Law School and how many were private students.

The Mayo School of Art.

109. The number of students in the Mayo School of Art at the close of the year was 71 being 15 less than in the previous year. The decrease is due to the fact that the place of certain students who left to take employment had not yet been supplied. The expenditure, amounting to Rs. 13,543, was nearly the same as in the previous year. Mr. Kipling has supplied a report of much interest, which is printed as Appendix F.

110. During a considerable part of the cold season the staff of the school was much occupied in the arrangements connected with the despatch of articles for the Colonial Exhibition. The Punjab Court was the largest in the Exhibition, and the articles displayed there were all despatched promptly and with order and regularity. Mr. Ibbetson offered some remarks last year on the extent to which Mr. Kipling's time is often absorbed in duties of this nature; and, whilst recognising the expediency of utilising Mr. Kipling's artistic skill and power on such occasions, he recommended that such assistance should be given him as would relieve him, as far as possible, of all office and administrative work connected with these duties.

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The School of Art was not specially represented in the Exhibition; but it will be seen from Mr. Kipling's report that it had a very large share in designing articles of various kinds for the Exhibition, and in directing the execution of work performed by artizans unconnected with the school; whilst many articles were contributed by the school staff or the pupils.

111. Practical geometry was taught during the year to a class of about 20 of the students who were considered best able to understand the subject. The course of lessons was delivered in the Vernacular, and was based on Burchett's Practical Geometry, the text-book used at South Kensington. English technical terms seem to have been employed, instead of those generally used in Urdú which are taken from Arabic. Mr Kipling observes that Sikhs have frequently a smattering of English technical terms which they prefer, and he considers that a Vernacular text-book intended for artizans would be more useful if English terms were employed.

I quite agree with Mr. Kipling; and though this perhaps is hardly the place to discuss such a subject, I cannot refrain from expressing my conviction that we have made a great mistake in employing Arabic in mathematical text-books. There would be many obvious advantages in using English terms, and there are none at all that I can discover in employing Arabic. I believe, moreover, that for a boy who has learnt no Arabic, the English terms are decidedly easier than those now in use A change could easily be made, if it were desired, by the University; and it would greatly facilitate the work of the Oriental College, where a double terminology is now in use, one taken from Arabic the other from Sanskrit. It would be worse than useless to move in the matter until the support of the University can be hoped for; but I shall not fail to bring the question forward, if I find a suitable opportunity.

112. Young boys attending the carpentry branch of the school are taught reading, writing and arithmetic every morning. It would, I think, be a good plan to offer a certain number of scholarships tenable by sons of artizans, who have passed the Lower Primary examination in reading, writing and arithmetic.

113. Of the students who have left the school, five have obtained good appointments. One has been engaged by Sir Oliver St. John, K.C S.I., to design and superintend the execution of ornamental details in new buildings for the Kashmír State; another has been employed as head teacher of drawing in the new Municipal Artizans' Training school in Amritsar; two have been employed by the Archæological Surveyor to the Government of the Punjab; and a fifth by the Executive Engineer to the Kashmír State. Some youths less highly trained have found situations as carpenters and carriage painters on wages varying from Rs 8 to Rs. 20 per mensem.

Various designs and decorative work have been carried out during the year, and since its close the school competed for the prize offered by the Committee of the Punjab Chiefs' College for a design for the College building. The prize in question has been divided between the School of Art and Colonel Jacob of Jaipur.

It will be seen that the progress of the School has been very satisfactory, and that under Mr. Kipling's able guidance it exercises a wide influence over the industrial art of the Province.

Industrial schools

114. Last year four Industrial schools were shown in the returns. Three of these were Municipal and were maintained at

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Hoshiárpur, Gurdáspur and at Qasúr in the Lahore district. The fourth was an Aided school at Delhi. There is also a Municipal school at Delhi, but this has not been included in the returns supplied by the Deputy Commissioner who has been addressed on the subject.*

The school at Gurdáspur, which Mr. Ibbetson described as rather a workshop with two or three apprentices than a school proper, has been closed. The Industrial school at Ludhiána, on the other hand, established by the Anjuman-i-Islámiá and aided by the Municipality, and an Unaided Industrial school maintained by the C. M. S. at Bannú, have been brought into the returns. A Municipal school for training artizans has been recently established at Amritsar.

115. There are therefore at present, so far as has been reported, seven Industrial schools, *viz.* :—

(1 and 2) Municipal. Hoshiárpur and Qasúr.
(3 and 4) Do. Delhi and Amritsar (not yet brought into the returns).
(5) Aided. Delhi, for women.
(6) „ Ludhiána, for males.
(7) Unaided. Bannú.

The five schools shown in the returns contained at the close of the year 107 pupils, and they were maintained at a cost of Rs. 3,229, of which Rs. 180 were paid from Provincial revenues, Rs. 380 from District funds, Rs. 1,080 from Municipal funds, and the balance from subscriptions and other sources.

Carpet-weaving and carpentry are the subjects principally taught in the schools for males and in some cases reading, writing, drawing and sculpture. Lace-making and embroidery are taught in the female school at Delhi.

116. The importance of technical education is generally recognized; and there is, I believe, a strong desire amongst a considerable portion of the native community to encourage its promotion. It is, however, essential, if Industrial schools are to effect any good purpose, that they should be brought within the operation of a well-considered and comprehensive system. Provision must be made in the grant-in-aid rules for grants for technical instruction. Rules must be laid down regarding the conditions under which Board schools for the promotion of technical instruction and the improvement of native industries may be maintained; and measures must be devised for adequately guiding the course of instruction and testing the results.

As a first step in this direction Industrial schools might be affiliated with the Mayo School of Industrial Art at Lahore; and scholarships tenable in the latter institution might be offered to students, who had gone through a preliminary course in drawing and such other subjects as might be considered necessary, and passed a successful examination.

117. The Inspectors of Schools, Lahore and Mooltan Circles, remark as follows regarding the Industrial schools in their respective circles:—

Lahore Circle—"There are two Industrial schools in this circle, one at Hoshiárpur and the other at Qasúr in the Lahore district. The former, which has received no visit during the year, contains 23 pupils against 30 last year. Of this number 2 are Hindús and 21 Muhammadans. All are engaged in carpet-weaving, and nothing is done, I believe, to give them instruction in the elements of reading, writing and arithmetic.

"In the Qasúr Industrial School 6 trades are taught, rug-making, lungí-weaving, dari manufacture, tailoring, shoe-making and car-

* The school was noticed by the Inspector and by Mr. Ibbetson in the reports for last year. It is referred to as one of those included in the returns, but that was a mistake.

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pentry. The number of apprentices employed in them was, at the time of the last inspection in January 1886, 32, of whom 19 were in receipt of stipends, the rest being non-stipendiaries. In addition to these there were two apprentices at the Mayo Industrial School, Lahore, receiving Rs. 3 each. But the number on the rolls on the 31st March last was only 23, or 9 less than at the inspection. The work turned out is of a superior kind, and, financially, the position of the school is reported as satisfactory. According to the rules of the institution the apprentices have to receive daily two hours' instruction in reading, writing and figuring, but this is not always observed. The tuition suffers owing to the multifarious duties of the Munshi, who is a sort of general gomáshta. Of 32 only 4 or 5 could write their names. There is, therefore, every reason to fear that this school will in time sink to the level of the Hoshiárpur Industrial School.

Mooltan Circle.—"There is an incipient unaided Industrial school under the Bannú Mission. There are 14 boys learning in it, 7 carpentry and 7 carpet-weaving. Ten of these learn English, and 4 learn Urdú; 10 of the pupils are Muhammadans, 3 are Sikhs and 1 is a Hindú. There is an expenditure of Rs. 680 under the head of endowments shown as the cost of this school per annum."

Veterinary school, Lahore.

118. The Veterinary school contained at the close of the year 83 scholars, being an increase of 23 since the previous year. The expenditure amounted to Rs. 24,800 of which Rs. 4,200 were paid from Provincial revenues and Rs. 20,600, from Imperial revenues. In the previous year the expenditure was Rs. 27,918, of which Imperial revenues contributed Rs. 21,000 and Provincial Rs. 6,918. No report is furnished by this institution.

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

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Primary schools " "	120	Measures for extension of female education	123
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Secondary Schools for native girls.

119. The returns for 1885-86 show 4 Secondary schools for native girls, with 233 students, of whom 4 were in the Upper, 20 in the Middle, and 217 in the Primary departments, against 5 schools, with 309 students, of whom 21 were in the Middle and 288 in the Primary departments in 1884-85. The expenditure amounted to Rs. 17,406, against Rs. 19,398 in the previous year. Amongst the schools included in the last returns were two, *viz.*, the Native Christian Girls' Boarding school at Ludhiána, and the Baptist Mission Boarding school at Delhi, to which Middle departments had been added during the year. The Middle department of the school at Delhi contained three girls only, and it has since been closed; and the Middle department at Ludhiána was, and is still, represented by one girl. As this is an Anglo-Vernacular Boarding school for Christian girls, it may be hoped that its position as a Secondary school will, in time, become assured. The other schools are the Jullundur Aided Mission school, which is attended by Muhammadan girls, of whom three are in the Middle department; the Christian Girls' Boarding school at Lahore, and the Alexandra Girls' school, also a Boarding school, at Amritsar.

It will be observed that the four existing schools are Mission schools. These are for Christian boarders, and in these English is taught. The only Secondary day-school is the Mission school at Jullundur which is attended by Muhammadans; and as there were no girls in the Upper Primary department at the end of the year, the possibility of maintaining the Middle department is, I fear, somewhat doubtful. Instruction is imparted through the medium of the Vernacular.

The two most important schools are the Christian Boarding school at Lahore, and the Alexandra school at Amritsar. The former sent up one girl for the Punjab Entrance Examination, who was successful, and the Alexandra school presented 3 candidates for the Calcutta Entrance, of whom 2 passed in the third division. This is, I believe, the first occasion on which any girl, a native of the Punjab, has passed the Entrance Examination. For the Middle School examination, the Lahore Christain Girls' school sent up 9 candidates, of whom 2 only were successful, and the Alexandra school 3 of whom 1 was successful.

For the Middle School examination, besides the 12 girls presented by the Christian schools at Lahore and Amritsar, there were 2 candidates from the Baptist Mission Zenána classes who failed.

Last year there were 4 candidates only for the Middle School examination. They were sent up by the Alexandra School, and 2 were successful.

120. The number of Primary schools has fallen during the year from 297 to 290. Eight schools have been abolished, whilst six new schools have been established, and one has been transferred from the Primary to the Secondary grade, in consequence

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Female Education (Natives).

of the discontinuance of the Middle Department. The school at Lahore also under the management of the Siksha Sabha or Female School Committee, which was formerly returned as a Normal school, though it had little claim to such a title, is now included amongst Primary schools under the designation of the Central Female School. The districts in which an increase has taken place are Jullundur, where the number of schools has been raised from 31 to 35; Gujránwála, where it has risen from 19 to 20; and Shahpur, where there were formerly two schools, and a third has been recently opened.

Number and distribution of schools and scholars, &c.

121. The number and distribution of schools and scholars at the close of the year is shown in the following table:—

Class of Schools.	No. of Schools.	Number of Scholars.		
		Upper Primary.	Lower Primary.	Total.
Government, Departmental ...	...	..	..	...
Under other Departments ..	1	12	44	56
Local Board	52	37	1,230	1,267
Municipal Board	77	70	2,048	2,118
Aided schools	159	56	5,632	5,688
Unaided schools	1	..	22	22
Total	290	175	8,976	9,151

The school shown as a Government institution is the Cantonment school at Ferozepore, which is managed by a Committee, under the general direction of the Cantonment Magistrate, and supported on the grant-in-aid system. It is a promising institution and contains a comparatively large number of girls in the Upper department. The Unaided school is for Native Christians. One Unaided school at Lahore, known as the Anglo-Vernacular Girls' school, has been omitted from the returns supplied by the Deputy Commissioner.

Whilst the total number of girls has fallen from 9,303 to 9,151, the number in the Upper Primary department has risen from 142 to 175, which is so far satisfactory. The expenditure at the same time has risen from Rs. 74,933 to Rs. 83,465, of which Rs. 23,264 were contributed from Provincial revenues, Rs. 8,739 from District funds, Rs. 11,258 from Municipal funds, and Rs. 7,855 from other sources. The increase is due mainly to the reduction of the Aided school at Delhi, which is maintained at a cost of Rs. 2,128, to the Primary grade, and the inclusion of this and the so-called Normal school at Lahore, which cost Rs. 4,813 during the year under report, in the return of Primary schools.

The Jullundur district, where there are 50 girls in the Upper department, is far superior to any other in this respect. Amongst individual schools the Arya Samáj school at Ferozepore and the Anglo-Vernacular Girls' school at Lahore, deserve special mention, as they owe their origin entirely to native effort. The former is not free from defects, but is a very promising institution. It is maintained chiefly for orphans, but other girls are admitted. It contained one grown-up pupil, who had passed the Upper Primary examination and assisted in the Lower classes, whilst still prosecuting her own studies. The Anglo-Vernacular school was established in April 1885, and contained at the time of inspection 26 girls. Of these 6 were in the 3rd or highest class of the Lower Primary department, and all passed by the Lower Primary standard. The school is attended by the children of Government officials of some position and other persons of good social standing.

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Including the Primary departments of Secondary schools, there were altogether 9,368 girls under Primary instruction at the close of the year, against 9,591 at the end of 1884-85. Of these 223 were in the Upper and 9,145 in the Lower department.

The results of the Upper and Lower Primary examinations show no material change: 26 girls passing the former and 112 the latter, against 26* who were successful in the former and 118 who passed the latter in the previous year. The schools connected with the S. P. G. Mission at Delhi have distinguished themselves in this examination.

General progress of female education.

122 Female education in the Punjab is still in a very backward condition, but there are some hopeful signs. It is a matter for congratulation that three girls have this year passed the Entrance Examination; and there can be little doubt that the Christian Girls' Boarding school at Lahore and the Alexandra school at Amritsar will show even better results in years to come.

These schools, of course, possess exceptional advantages, as they are under the superintendence of able European managers who are enthusiastic in the cause, are very liberally supported, and are attended by the class of girls whose parents are best able to appreciate the advantages of female education. There can, however, be no doubt that the good example that has been set by the Missionaries and the Native Christian community will bear fruit; and the establishment of the Anglo-Vernacular Girls' school at Lahore is a proof that the desire to provide a good education for their daughters is making itself felt amongst the educated class of natives. This school, though maintained at present on a modest and inexpensive scale, has made a remarkably good beginning, having, as already stated, within little more than a year of its establishment passed the whole of the highest class which constituted nearly one-fourth of the school by the Lower Primary standard. So satisfactory a result has not hitherto been attained by any Primary school in the Province.

Measures for extension of female education.

123. I have myself great faith in the system of payment by results; and I believe that the liberal application of this system to female schools, as provided for under the new grant-in-aid rules, will produce a great effect. Provision has been made also for the expenditure of an additional sum of Rs. 14,000 on the Primary education of girls; for the improvement of the position of teachers; for the entertainment of qualified schoolmistresses, where those now employed are inefficient; for the encouragement of teachers of Boys' schools to educate their wives and other female relatives, so that they may be qualified to hold charge of Girls' schools; for the award of scholarships and prizes in Girls' schools; for the extension of the system of payment by results to Board schools; and for other measures calculated to advance the object in view. Under these circumstances I anticipate great improvement in female education in the course of the next few years.

Extracts from Inspectors' reports.

124 The following extracts are taken from the Inspectors' reports:—

Umballa Circle.—"The number of Primary schools for girls shows a falling off of three, but the average number on the rolls is very nearly the same as during the previous year.

"The number of girls reading in public and private schools at the close of the year was 1,456, or 17 less than at the close of the previous year. Of these all but one were at the Primary stage. The numbers on the rolls according to religion are as follow:—

* Not 39, as stated in the last report, para. 104. The number of European girls who passed was entered by mistake.

Native Christians	134
Hindús	610
Sikhs	57
Mussalmáns	530
Others	125
Total	1,456

Lahore Circle.—" The subjoined table shows the number of Institutions for native girls in this circle, classified according to Middle, Upper Primary and Lower Primary divisions :—

Class of Institution.	Number of institutions.	High department.	Middle department.	Upper Primary division.	Lower Primary division.	Total.
		H.	M.			
Anglo Vernacular Secondary, Aided	2	4	16	28	88	136
Vernacular do. do.	1	0	3	...	45	48
Primary schools do. do.	102	...	...	24	2,976	3,000
Local Board schools	35	...	...	20	862	882
Municipal schools	56	...	...	59	1,540	1,599
Other Departments	1	...	...	12	44	56
Unaided	1	...	...	...	22	22
Total ...	198	4	19	143	5,577	5,743

" Altogether the Girls' schools have decreased from 200 to 198. There were four Local Board schools less, but two Aided and Municipal schools more than last year. The total number of pupils has decreased from 5,823 to 5,743.

" The general condition of the schools is more or less unsatisfactory owing to the apathy of the people and the want of competent teachers.

" The proportion of the girls drawn from the well-to-do classes is comparatively very small.

" To promote female education there must be either a voluntary demand, or absolute compulsion. In the Punjab there is neither one nor the other. What can be done by indirect effort, by rousing the more educated natives and making them understand the importance of instructing their female children, is being done ; but coaxing has not proved successful. Even those girls who attend school carry little away with them. In the Amritsar district but few girls of the more wealthy classes attend the Girl's school at Taran Táran. In Amritsar itself 775 Hindú girls are under instruction, of whom 153 are Brahmans and Khatris, 452 Aroras, and the rest low-caste. Of the 381 Muhammadans reading in schools, 105 are reported as belonging to the better classes, 151 to middle classes, and 123 to low classes. In the town schools the rate of scholarships is from 4 annas to Rs. 4.

" These are awarded every six months and are said to be given to girls who pass certain prescribed examinations. What the standard of these examinations is, I do not know.

" In the Gurdáspur district only 61 girls are under instruction at Dínánagar, Kalanaur and Pathánkot, and 31 of these belong to the well-to-do classes.

" In the Lahore district the proportion of pupils drawn from the well-to-do classes is $\frac{32}{81}$; and the opposition to female education is said to be gradually lessening. In the Gujránwála district there are over 200 pupils, and the proportion of pupils drawn from the well-to-do classes is 20 per cent. Mrs. Steel in her remarks, with reference to the female schools, says: 'there is no difficulty whatever in obtaining recruits amongst the poorer classes. The schools are in fact overfull and undertaught. Now and then it occurs that a whole family of daughters attend school one after the other, which shows that in certain cases, in large towns, female education is appreciated.' Unfortunately such cases are few and far between. Private enterprise in places like Lahore, Amritsar, Gujránwála and Jullundur is doing much to advance the cause of female education and has continued its efforts for many years. Though it would be sanguine to expect much in this direction during the course of the present generation it would be quite as unjust to shut our eyes to the work that is actually being carried on at the present time, and we must remember that female popular education in Europe, so late as a hundred years ago, was not highly developed. In the Kángra

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district almost all the pupils attending Girls' schools are drawn from the well-to-do classes; but female education shows no improvement either in instruction, management or regularity of attendance. Recruits are as difficult to obtain as ever.

"In the Ferozepore district there are 81 girls under instruction, and of these only two reading in the Female school at Ferozepore are reported as belonging to well-to-do classes. The opposition in the interior of the district seems as great as before. In the Girls' schools at Zíra and Dhármkot which are two of the three Girls' schools in the district, chiefly the relatives of the teachers attend school, and it is only with difficulty that a recruit in now and then obtained. In the town of Ferozepore this active hostility is to some extent absent, and it is now reported that a want of a Girls' Hindi school is actually felt. If a competent female teacher were available it would have been already started.

"In the Jullundur district the proportion of girls drawn from the well-to-do class is very small. Altogether indifference and apathy seem so great that nothing but active pressure and the appointment of really good teachers will effect an instructional and numerical improvement in the district. However it must be noted that there is, on the whole, a fair number of girls who do attend schools.

"In the Hoshiárpur district there are 5 Girls' schools within the limits of the municipality, one of them is maintained by some of the Hindú pleaders of the town. Two of them are for Hindú girls and two for Muhammadan girls. The former contain 70 pupils, 15 of whom are Brahmans, 15 Khatrís; the latter have 61 pupils on the roll drawn from different classes. As it may afford a more vivid picture of the social mixture prevalent I will note the composition of the Muhammadan schools. There are 5 Patháns, 5 Sheikhs, 5 Munshís, 15 Lohár Tarkháns, 5 Tailors, 7 Weavers, 5 Nilárís, 6 Saiyids, 2 Mirásís, 3 Kasáins, 2 Kashmíris and 1 Sunar. Four rupees are given every month as scholarships to the pupils of one of the Hindú Girls' schools mentioned above. They are awarded by a monthly examination to the best girls of the first and second classes. The rates vary from one rupee to four annas. One of the Hindú schools mentioned above and both the Muhammadan schools were opened last year. The former is supported by the Local Mission and the latter by Mrs. Knox. The subjects taught in these schools are necessarily of an elementary character.

"Compared with what is done among Hindús and Muhammadans female education is making satisfactory progress in the Native Christian community. Their schools are under efficient European management and the pupils are drawn from the classes who are free from the prejudices which otherwise serve to check the progress of female education, who owe their prosperity to their cultivation, and who accordingly value education above every thing.

"Of the secondary schools for girls, the Lahore Christian Girls' school presented one candidate for the Entrance Examination, Punjab University, who was successful. The Alexandra school, Amritsar, sent up 3 candidates for the Calcutta University Entrance Examination and of these two passed in the 3rd Division. So far the results are most satisfactory. Those girls, however, who were sent up for the Middle School examination do not seem to have received adequate preparation, for the Christian Girls' school at Lahore sent up 9, and the Alexandra Girls' school at Amritsar 3 candidates, and of these only 2 and 1, respectively, were successful.

"Taking Christians and non-Christians together, 13 candidates appeared from 5 institutions for the Upper Primary examination and 6 were successful; and 47 passed out of 120 candidates presented for the Lower Primary examination from 40 different schools.

"In the preceding year 27 candidates were presented by 37 schools for the Upper Primary examination and 22 passed, and 82 out of 168 for the Lower Primary standard. There was a decline both in the number of candidates and passes for both the standards. Of the 6 candidates who proved successful by the Upper Primary examination, 2 are Hindús and 4 Muhammadans, and of the 47 that were successful in the Lower Primary test 14 were Native Christians, 13 Hindús and 20 Muhammadans.

Rawalpindi Circle.—"Forty-eight Female schools, costing Rs. 11,555 for the year, and containing 1,939 girls (4 Upper Primary) are thus divided as regards their management and locality.

"Three of them, with 102 pupils, are District and Municipal Board schools in the town and station of Sháhpur, and cost Rs. 387 for the year; 2 others, with 137 pupils, are Mission schools in the city of Pesháwar, costing

Rs. 2,911; 1 school, with 145 pupils, and costing Rs. 1,100, is also a Mission school in the town of Jhelum; and the remaining 38, with 1,372, pupils, are styled Bedí Khem Singh's schools, and are situated throughout the Ráwalpindí and Jhelum districts, 25 in the former 13 in the latter district, costing Rs. 3,642-8-0 for the year.

"Nine hundred and thirty-nine girls are Hindús, 588 are Sikhs and 405 are Muhammadans, and 4 Native Christians.

"There is an increase of one in the number of schools, a decrease of 34 in the number of pupils, and a decrease of Rs. 402 in the expenditure.

"Last year 4 girls and this year 7 girls are set down as learning English, and they belong to the Mission schools.

"Both for last and this year the examination statement for these schools has been sent on 'blank.'

"Bábú Pír Bakhsh, the Assistant Inspector, visited 22 of Bedí Khem Singh's Female schools during his winter tour. He states in his report that, 'the condition of these schools is as unsatisfactory as it has been ever since their establishment. They are, properly speaking, purely religious institutions. A few books containing secular instructions, such as Panjabi Readers, are kept in each school . . . . These books are studied by some of the cleverest girls only a short time prior to the annual visit of an Educational officer and as soon as that is paid, all such study is given up. No arithmetic or geography can be taught in these schools, as those subjects have never been learnt by the old men, who are the teachers in them.'

Mooltan Circle.—"There are 10 Female schools in the whole circle. One of these is Anglo-Vernacular, and is under the Mooltan Mission, but is not open to male inspection. The others are all Vernacular, 6 being in Jhang, 2 in Montgomery, and 1 in Derá Ismaíl Khán, which is not open to inspection.

"The number of girls reading in these schools is altogether 354 or 55 less than was reported last year, those open to inspection containing 261 girls. The registers of the latter are not at all trustworthy, and the average attendance must not be taken as representing what it really is. In point of instruction there is nothing to report beyond what has been reported each year. There is no improvement in any of these schools in that respect, the teachers being chosen for either their influence and position, or for their being unable to earn their bread otherwise, and not for their skill in teaching or their fitness otherwise for the post."

CHAPTER VII.

EDUCATION OF SPECIAL CLASSES.

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SECTION A.—EUROPEANS AND EURASIANS.

European schools and scholars.

125. At the close of the year there were 6 Secondary schools for European boys and 2 Primary schools, or 8 in all. The number is the same as at the end of the previous year, but one school then shown as a Primary school, is now included amongst Secondary schools. The number of scholars has fallen from 740 to 717 in consequence of a reduction in the numbers attending the Lawrence Military Asylum at Sanáwar. The number of Girls' schools also remains unchanged; but 4 of those formerly considered Primary schools are now included in the returns of Secondary schools. At the close of the year there were 6 Secondary and 9 Primary schools. The number of girls has increased from 803 to 844.

There are two other schools which do not at present receive a grant; and have not been included in the returns; these are the Boarding schools for girls of a superior class that are attached to the Roman Catholic Orphanage at Simla, and the Convent school at Murree. They will no doubt claim a grant under the new Code for Girls' schools.

The number of boys in the High department was 48 as in 1884-1885; whilst that in the Middle department has risen from 130 to 171. There are no girls in the High stage, but the number in the Middle department has risen from 27 to 77. The increase in the Middle department is due mainly to the fact that, under the new classification, what was formerly the highest Primary class has been transformed into a class of the Middle department.

Expenditure.

126. The expenditure amounted to the Rs. 75,457 on Boys' schools and Rs. 90,948 on Girls' schools, against Rs. 86,356 on the former and Rs. 96,631 on the latter in the previous year. The difference is caused by a reduction of Rs. 18,332 in the expenditure shewn on the Lawrence Asylum at Sanáwar, which is due mainly to the inclusion in the returns for last year of a portion of the expenditure properly debitable to boarding charges, which should have been included under the head of miscellaneous expenditure and not under direct charges.

Examination results.

127. Eight candidates passed the Entrance examination of the Calcutta University, against 5 last year, and 8 the Middle School examination against 21. Owing to a misapprehension no candidates for the latter examination were presented by the Lahore High school. In the Upper Primary examination 66 boys were successful against 59 last year and in the Lower 76 against 85. On the whole the results are fairly satisfactory.

Five girls were successful in the last Middle School examination against 3 in the previous examination. The proportion of passes to candidates was much higher than amongst the boys. 44 girls passed the Upper Primary examination against 39 in the previous year and 75 the Lower Primary examination against 67. Chap. VII, A, 127. Europeans and Eurasians.

128 It is satisfactory to find a large increase in the attendance at the Bishop Cotton School, chiefly in the High department, where the number has risen from 17 to 31, and the Middle department which contained 46 scholars against 28 at the close of the previous year. The Lahore High School has continued to make satisfactory progress and to maintain its position amongst the educational institutions of the Province, but a lamentable accident has occurred since the end of the year under report, owing to the breakage of a beam in one of the dormitories, which caused the death of three boys. St. Thomas' College at Murree has been closed since the end of the year, but there is reason to hope that it will be re-opened in the course of 1887-88. General progress.

The Auckland House Girls' School had greatly fallen off in numbers; but it has been thoroughly reorganized since the close of the year and promises well for the future. The Roman Catholic Orphanage at Simla is well managed, and contained 19 girls in the Middle department; which is more than are in attendance at any other Aided school. The Girls' High School at Lahore, which has not yet been able to organise a High department, is well managed and popular, but its operations are cramped for want of accommodation. Could it be provided, like the Boys' High School, with a commodious building free of rent, its future position would be assured.

The Lawrence Military Asylum at Sanáwar is supported from Imperial revenues and is under the Military Department; and a separate report has been submitted on this institution. It is well managed and progressing, and many reforms have been introduced by the present Principal. It is more economically conducted than formerly and greater attention has been paid to instruction in industrial pursuits. The numbers of boys is somewhat less than at the end of the previous year, and the results of public examinations are not in all cases up to the mark; but the work of the schools has been interrupted by changes in the staff of masters and the general organization. Under the system of classification introduced with the new Code no less than 45 girls are shown in the Middle department.

The Lawrence Memorial Asylum at Murree is under the management of a Committee composed chiefly of official members nominated by Government. It is supported partly by endowments, but the main portion of the expenditure is defrayed from Provincial revenues. It is in a thoroughly satisfactory condition in all respects; and though in the girls' school none of the pupils of the ordinary school classes had advanced beyond the Upper Primary standard, I found at a recent visit, a very promising class of monitors, some of whom, I understand, are likely to study medicine, whilst others may be expected to choose the scholastic profession.

129. The following account of the European schools of the Province is taken from the Inspector's report:—

"All the schools were examined last year by the old method of standards. Since then the Code for European schools, already in force in Bengal, the North-Western Provinces and the Central Provinces, has been introduced in the Punjab. I will not anticipate any definite result from such a course, except so far that I expect that the examinations next year will exhibit instructional progress, for the different standards

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Europeans and Eurasians.

prescribed have been so carefully graduated as to meet all the requirements of the case. Especially with regard to Girls' schools the Code will operate beneficially owing to a reduction of standards in arithmetic. The old departmental division of Upper and Lower Primary standards has been changed during the year under report. Thus in future the Lower Primary stage will end with the 2nd standard instead of the 3rd as hitherto, and the Upper Primary stage is reached with the 4th standard in place of what now would be somewhere between the 5th and 6th standards. This change in the classification, already introduced in the European schools, necessarily shows many more children, formerly classified in Primary departments as reading in the Middle School standards. The Primary departments, therefore, of High and Middle schools appear to be smaller, in the same proportion as the Middle departments have increased in numbers. The purely Primary schools are of course not affected; unless they go beyond the 4th standard, and elect to become Middle schools.

The subjoined table gives the number of European Boys' schools in the Province together with their numerical strength on the 31st March 1886, and their distribution over the several departments. No new school was opened this year. It will be seen that of the 8 schools, 4 teach beyond the Middle standard, two are Middle schools, and two purely Primary schools. The total number of boys on the rolls was 717 against 740 last year, the decline being mainly visible in the Lawrence Military Asylum at Sanáwar :—

Name of School.	High Department.	Middle Department.	Upper Primary Department.	Lower Primary Department.	Total
Bishop Cotton School, Simla	31	46	36	10	123
Boys' High School, Lahore	6	41	46	28	111
St. Thomas' College, Murree	3	11	25	24	63
Lawrence Military Asylum, Sanáwar	8	50	52	143	253
Lawrence Memorial Asylum, Murree	...	16	20	57	93
Aided School, Ráwalpindí	...	7	10	8	25
Christ Church School, Simla	...	...	...	9	9
St. James' School, Lahore	...	...	7	33	40
Total	48	171	186	312	717

Of the aggregate of 717 boys, 48 are in the High department, the same number as last year; 171 are in the Middle department against 130 in the previous year; 186 in the Upper Primary department against 162 in 1884-85; and 312 in the Lower Primary department against 400 last year. Of the total number of boys there were accordingly 43 per cent. in the Lower Primary stage, 26 per cent. in the Upper Primary stage, 24 in the Middle department and nearly 7 per cent. in the Upper department.

The total expenditure on the Boys' schools amounted to Rs. 75,457, including Rs. 13,367 contributed from Imperial revenues to the Lawrence Military Asylum, Sanáwar. This amount distributed over 717 pupils gives about Rs. 105 per annum for the instruction of every boy, and as the Provincial revenues paid Rs. 29,075 in shape of grants and maintenance, it follows that more than Rs. 40 per annum was given from the Provincial revenues towards the education of each boy. But I should here remark that out of the total of 717 boys in the Province, strictly speaking only 371 belong to Aided schools, the balance 346 being made up of those pupils who are borne on the rolls of the Lawrence Asylums at Sanáwar and Murree. Considering that the total amount of grants proper was Rs. 17,920, it will be seen that the average grant for each boy was nearly Rs. 48 per annum.

The total amount of fees realized in all the Aided schools was Rs. 21,153 against Rs. 20,984 last year or nearly Rs. 57 per pupil. No fees are given in the returns for the Military Asylums at Sanáwar and Murree.

Eight candidates from all the Boys' schools in the Province passed the Calcutta Entrance Examination held in 1886; 3 from the Bishop Cotton School, Simla, 2 from the St. Thomas' College, Murree, and 3 from the Boys' High School at Lahore, against 26 last year. 18 boys appeared at the Middle School examination held in September last, of whom 8 were successful. Of the total 18—14 were presented from Bishop Cotton School, Simla, of whom 6 passed, a fair result, but by no means good; and 4 from the Lawrence Military Asylum, Sanáwar, of whom two were successful. The Primary

school examinations were on the other hand on the whole good. Out of 82 boys presented for the Upper Primary standard, 66 were successful, and 76 out of 109 candidates for the Lower Primary.

Of the eight Boys' schools, six are classed as Aided, one is returned as a Departmental school, and the eighth as a school other than departmental. The largest of the Aided schools this year is Bishop Cotton school with 123 scholars, 77 of whom were said to be in the secondary stage on the 21st of March. When inspected in September last the school contained 88 pupils. The numerical increase is a good sign. Bishop Cotton school with its splendid accommodation, its strong teaching staff and healthy locality, should easily keep the lead of all the Punjab Boys' schools for Europeans, both in efficiency and numbers.

The Lahore High School for boys showed 111 pupils on the roll against 119 last year. The progress is satisfactory throughout. The school is thoroughly popular, though not in the sense the name implies. So many boys belong to the different places in the Province, that the school may be with justice considered the Punjab High school. Five candidates appeared at the last Calcutta Entrance Examination, 3 of whom passed, all in the 2nd division. I regret no pupils were sent up for the Middle school examination owing to some misunderstanding on the part of the Head Master that the new Code had been already introduced last September, and the Middle School examination abolished in consequence. The serious accident which lately happened in the school, by which three boys lost their lives, does not fall within the report of the year 1885-86.

The St. Thomas' College at Murree had 63 pupils on the roll against 31 in the previous year. I hoped that the school, which showed steady improvement in efficiency would have in time become a flourishing institution. The Managers had taken evident pains to increase the domestic comforts of the boys, by enlarging the available accommodation. For causes unknown to me, except that measles had broken out, the school was closed shortly after the end of the official year; but I trust the R. C. Bishop of the Diocese, who takes a lively interest in the institution, will soon see his way to re-establishing the school on a sound basis.

The boys' department of the Lawrence Memorial Asylum at Murree is classed as good. The numbers are necessarily stationary, but instructionally the school is above the average. What specially struck me at the time of inspection was the order, tidiness and discipline visible everywhere. The strict military aspect of the arrangements visible at Sanáwar is absent here, but without any detriment to the school.

The Lawrence Military Asylum at Sanáwar shows a decrease in the boys' department from 301 to 253. At the time of my inspection, half-way between the beginning and ending of the old school year, the number stood at 284.

Four candidates were presented for the last Middle School examination, two of whom were successful; 14 boys out of 19 passed the Upper Primary examination, but only 18 out of 38 the Lower Primary. The instructional defects were duly brought to the notice of the Principal, and will no doubt have been removed before this. On the whole the Asylum is doing very fair work. The peculiar feature of the Boys' school is industrial training; 6 boys were engaged in the printer's office, 10 in the telegraph office, 15 were learning carpentry and 82 were taught some kind of musical instrument so as to qualify them for the military Band after leaving school and enlisting.

The St. James' Primary School for boys at Lahore was returned last year as having 52 pupils on the roll. At the end of the year under review there were 40. At my last inspection it contained 35 orphans. The school, though not occupying a high status, is doing useful work, and will, I hope, recover its former strength.

The Ráwalpindi Aided school had declined from 31 to 25. It distinctly fulfils its function in a large place like Ráwalpindi, and should soon get over the signs which make an impression as if it were struggling for existence.

The Christ Church Boys' school contained only 9 boys on the 31st March. This low figure is, I believe, no indication of the general state of the school. Intended for giving instruction to those boys whose parents come to Simla for the season with their offices, it is a day school. From its very nature the numbers fluctuate, but when I inspected it in September last it had 45 names on the roll, and it was classed as instructionally satisfactory.

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Europeans and Eurasians.

The accompanying table shows the number of European Girl's schools and the distribution of the pupils over the different departments at the end of the official year :—

	Name of School.	Middle Department.	Upper Primary Department.	Lower Primary Department.	Total.
1.	Lawence Military Asylum, Sanáwar	45	46	117	208
2.	Auckland House School, Simla	6	9	11	26
3.	R. C. Orphanage, Simla	19	29	44	92
4.	Girls' High School, Lahore	2	6	37	45
5.	European Girls' School, Ráwalpindi	2	11	16	29
6.	St. Deny's School, Murree	3	6	13	22
7.	Station School, Delhi	..	...	28	28
8.	Christ Church School, Simla	...	...	28	28
9.	Mayo Industrial School, Simla	...	25	35	60
10.	St. James' School, Lahore	...	12	36	48
11.	Railway School, Lahore	...	14	21	35
12.	Convent School, Lahore	...	10	29	39
13.	Lawrence Memorial Asylum, Murree	..	18	48	66
14.	Convent School, Murree		21	70	91
15.	Girls' School, Mooltan	...	8	19	27
	Total	77	215	552	844

Of the 15 European Girls' schools, in the Province, 6 are classed as Middle schools, the rest are purely Primary schools. The proportion observed in the aggregate is fair; there being 65 per cent. of the girls in the Lower Primary department and 26 per cent. in the Upper Primary department and 9 per cent. in the Middle department.

The total expenditure on Girls' schools amounted to Rs. 90,948, of which Rs. 33,870 came from Provincial revenues, Rs. 275 from Municipal funds, Rs. 26,557 from fees, Rs. 4,187 from subscriptions, and the rest, Rs. 20,739, from endowments and other sources. The average cost of educating each girl, exclusive of course of boarding charges, is a little above Rs. 107 per annum, against Rs. 105 for each boy.

Of the 8 candidates that appeared last year at the Middle School examination 5 passed, a very fair proportion, considering that only 8 boys out of 18 proved successful at the same examination. The failures occurred in Arithmetic and French. As a rule girls spell and write better than boys, and are capable of expressing their thoughts with greater ease, and in consequence show better results in English when examined.

For the Upper Primary examination 59 girls were presented, and of these 44 passed, against 39 out of 57 last year. 78 girls passed the Lower Primary examination out of 113, against 67 out of 114 last year. The results are, therefore, on the whole satisfactory.

Of the 6 Secondary schools for girls, the Lawrence Military Asylum at Sanáwar, which under the old system was considered a Primary school, is numerically the largest, there being 45 pupils in the Middle department and 163 in the Primary stage, or altogether 208 on the 31st March last. The school was doing good work when last inspected, and the girls were brought up in such a way as to make industrious and useful servants.

The Auckland House Girls' school showed signs of a serious decline in the number on the register. At the close of the year only 26 pupils are noted as being on the roll, but I understand that since then the whole school has been thoroughly reorganised and promises to become once more prosperous.

The nuns of the Society of Jesus and Mary have 3 institutions in the Punjab, a Boarding school and an Orphanage at Murree, a Boarding school at Lahore and an Orphanage and a Boarding school at Simla ; the latter, however, though inspected for several years, is not in receipt of a Government grant. Excluding the girls reading in the latter school, and counting only those schools under the grant-in-aid rules, there are 213 girls in the Roman Catholic schools. The pupils are of two kinds, the Orphanages educating R. C. Soldiers' children, and the Boarding houses a number of Protestant and Roman Catholic girls belonging to the Middle classes. The tone of the latter is necessarily higher and their mental gifts as a rule greater than those who have been drawn from the barracks. I am unable to give the exact proportion of all Protestants to Roman Catholics in the Convent schools, but the fact that at my last inspection there were 21 Protestant girls against 31 Catholics in the R. C. Boarding school at Simla speaks for itself, and proves that the care and instruction bestowed upon the pupils

have overcome much of the religious prejudice which is found elsewhere. The Lawrence Memorial Asylum at Murree, though hardly containing one-third of the number of girls at Sanáwar, bears a favorable comparison regarding outward appearance, intelligence and class progress. Altogether it is a good school and does credit to the management. Chap VII, A, 129. Europeans and Eurasians.

The Girls' High school at Lahore had 45 girls on the register at the end of the last year, two of whom were in the Middle stage. The school is intended for such children whose parents cannot as a rule afford to send them to the more expensive hill schools, and it fulfils its functions excellently. I doubt, however, whether it is capable of extending its sphere much beyond its present state unless larger accommodation is provided. Considering the difficulty of raising subscriptions, purchasing a suitable site and erecting the necessary building, I think the Girls' High School cannot hope to emulate the corresponding Boys' High school in the immediate future.

The Mayo Industrial School at Simla showed very fair results at the last inspection, It is managed, I believe, by a Committee of ladies who take great interest in their work. The most prominent feature of the school is domestic economy.

It is hardly necessary to speak separately of the rest of the Primary schools. None of them can be said to flourish, and yet most of them are doing useful work.

SECTION B.—MUHAMMADANS.

130. The following table shows to what extent Hindus, Sikhs and Muhammadans make use of the educational institutions of the Province:— Muhammadan education in the Punjab.

Kind of Institution.	Hindus.	Sikhs.	Muhammadans.
Boys.			
Arts Colleges, English	223	23	56
Secondary schools	25,419	3,561	13,795
Primary schools	39,324	7,791	33,674
Training schools	117	26	111
School of Art	24	13	32
Medical school	96	14	57
Industrial schools	7	5	80
Other schools (Veterinary school)	12	12	59
Total at Public schools	65,222	11,445	47,864
" male population	3,883,915	639,460	5,639,845
" " " per scholar	59·5	55·9	117·1
Males between 5 and 15 years of age	981,349	152,533	1,524,237
" " per scholar	15 0	13·3	31·8
Scholars at Private schools †	20,832	6,265	25,233
Total scholars at schools of all sorts	86,154	17,710	143,097
" males, per scholar	45·0	36·1	39 4
Males between 5 and 15 years old, per scholar	11·4	8·6	10·7
Girls.			
Secondary schools	...	...	49
Primary schools	3,602	1,620	3,610
Training schools	12	11	15
Industrial schools	..	...	15
Total at Public schools	3,614	1,631	3,689
" female population	3,246,613	481,544	4,885,305
" " " per scholar	898·3	295 2	1324·2
Females between 5 and 15 years of age	778,376	105,446	1,226,424
" " per scholar	215·4	64·6	332·5
Scholars at Private schools ‡	517	138	8,433
Total scholars at schools of all sorts	4,131	1,769	12,122
" females, per scholar	785·9	272 2	403 0
Females between 5 and 15 years old, per scholar	188·4	59·6	101·2
Oriental College	6	10	74
Total in English and Oriental Colleges	229	33	130

† 8,236 girls are included in Boys' schools of which the detail by religion is not known.
‡ 843 boys " girls' " " " " "

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Muhammadans.

131. The number of Hindús at public schools and colleges has increased by 2·4 per cent., the number of Sikhs by 5·5, and the number of Muhammadans by 4·2. The proportion of scholars to boys of a school going age is now one in 15 in the case of Hindús, one in 13·3 amongst Sikhs, and one in 31·8 amongst Muhammadans. In public schools the Sikhs are more largely represented than either Hindús or Muhammadans and are more rapidly increasing. The number of Muhammadan scholars is, however, increasing more rapidly than that of Hindús; though the proportion of Hindú scholars at public schools to Hindús of school going age is still more than double that which prevails in the case of Muhammadans. If we add private schools, the proportion of scholars to boys of school going age is raised to one in 11·4 for Hindús, one in 8·6 for Sikhs, and one in 10·7 for Muhammadans, so that the Muhammadans hold the second place.

The attendance of Hindú and Sikh girls at public schools has scarcely altered, whilst there is a slight falling off amongst Muhammadans. Sikhs hold the first place, being represented by one girl out of 65 of a school going age, whilst Hindús and Muhammadans contribute one in 215 and one in 332, respectively.

132. In Private schools there is, according to the returns, an enormous preponderance of Muhammadan girls, *viz.*, 8,433 against 517 Hindús and 138 Sikhs. This raises the proportion of Muhammadan girls attending school, as compared with those of a school going age, to one in 101, against one in 188 Hindús and one in 60 Sikhs. 8,236 girls are shown as attending boys' schools, and regarding these no details as to religion are available. I believe, however, that the great majority are Muhammadan girls who receive instruction from teachers of Qurán schools, not generally with the boys in the mosque, but at the teacher's own house. In such cases they would more properly be returned as attending separate schools. If, as I believe, the girls referred to are for the most part Muhammadans, the proportion of Musalmán girls attending some sort of school is higher than that of Sikhs.

It will be seen, however, in the next chapter that absolute reliance cannot be placed on the statistics of Indigenous schools, more especially as regards those for girls.

133. It is satisfactory to find that the number of Muhammadans attending English Arts Colleges has increased from 37 to 56, or by 50 per cent., which is a much more rapid rate of increase than that shown by Hindús or Sikhs, though the Hindú students are still four times as numerous as the Muhammadans.

In Secondary, Primary, Training, and Industrial schools, and in the Medical and Veterinary schools there has been a satisfactory increase of Muhammadan scholars, but a comparison of the figures with those of last year shows nothing calling for special comment.

The new scheme for the distribution of High School scholarships, which are now allotted to Districts and Divisions instead of being open as formerly to the competition of candidates from all parts of the Province, will, as reported last year by Mr. Ibbetson, insure the award of a fair proportion of such scholarships to Muhammadans of the more backward districts, whilst scholarships tenable in all Middle Schools will continue, as formerly, to be locally awarded.

134. As regards the employment of Muhammadans on the inspecting staff it may be remarked, that the Assistant Inspector in charge of the Deraját Circle, and one of the Assistants employed in the Ráwalpindí Circle are Muhammadans, and out of 28 District Inspectors and Chief Muharrirs 11 are Muhammadans.

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Muhammadans

Extracts from Inspectors' reports.

135. The extracts given below are from the Inspectors' reports. The statistics of the Ráwalpindí Circle are very remarkable. From these it appears that 1 out of every 5 Hindú boys of school going age attends a public school, and 1 out of every 3, a school of some description; and that amongst Sikhs 2 out of 5 attend a public school and *2 out of 3* a school of some description. This is an enormously high proportion as compared with the figures for the whole Province. Amongst Muhammadans 1 out of 34 boys of school going age is said to be attending a public school, and 1 out of 7 a school of some description; the latter, it will be observed, is a higher proportion than that attained even by the Sikhs in the Province at large. In some districts of this circle, many of the most intelligent amongst the teachers of Muhammadan Indigenous schools declare themselves ready to take advantage of the new grant-in-aid rules for Indigenous schools; in others they are at present disinclined to do so, but if we can once make a really good beginning, I feel convinced that the system will rapidly extend.

Lahore Circle.—"The number of Muhammadan children attending the different schools in the Lahore circle is 21,886; 19,208 being boys and 2,678 girls. The Muhammadans accordingly contribute 34·9 per cent of the entire strength of our Boys' and 46·3 per cent of that of the Girls' schools. The proportion of Muhammadans to Hindús in the Boys' schools last year was about 17 to 26. In the Anglo-Vernacular Secondary schools there were 3,515 Muhammadans to 6,055 Hindús, and in the Vernacular Secondary schools 2,455 to 4,316.

"Nothing new can be added to last year's report on the progress of Muhammadan education. This community is now fully alive to the importance of education, and has accordingly exhibited here and there signs of increased vigour. A few years will show whether the general desire for education, especially English education, is only the wish of a few more advanced individuals, or really shows a determination on the part of the whole body not to be left behind by the Hindús.

Ráwalpindí Circle.—"The total number of Muhammadans receiving instruction in all public institutions during the year was 14,563, or an increase of 419 over the number of the last year. The number in schools of all kinds, public or private, was 74,913. The increase of 419 Muhammadans was made up in the following manner, *viz.*, in English schools a decrease of 23; Vernacular Middle, decrease of 114; Vernacular Primary schools increase of 601; or a total increase of 464 Muhammadan boys and a decrease of 45 Muhammadan girls. The number of Muhammadans in the different stages of instruction cannot be found, since the Secondary schools include all these stages. 26,056 boys were under instruction in public institutions, and 88,945 boys in schools of all sorts, public and private. The proportion of Muhammadans in the former was 54·3 per cent. and in the latter 84 per cent.

"The proportion of the Muhammadan male population to Muhammadan boys in public schools is 124 to 1; and in schools of all kinds 25 to 1.

"The number of the Muhammadan male population between the ages of 5 and 15 is to the number of Muhammadans in public institutions as 34 to 1; and in all kinds of institutions as 7 to 1.

"For the examinations of this year the following numbers were Muhammadans out of the total numbers of passes, *viz.*, Entrance Examination 6 in 22, or 27 per cent.; Middle School examination (in English) 38 in 144, or 26 per cent.; Middle School examination (in Vernacular) 63 in 145, or 43 per cent.; Upper Primary (Vernacular) 608 in 1,452, or 42 per cent.; Lower Primary (Vernacular) 1,669 in 3,152, or 53 per cent.

"For the Middle School examination at which 101, as shown above, passed, there were 177 candidates. It is worthy of notice that the pass list of Vernacular students for the whole Province is headed by three Muhammadans. The number of Muhammadan candidates for the Entrance and Primary examinations is not obtainable.

Taking the districts separately, we find that the proportion of the male population in them to one scholar in public institutions ranges from 86 in the Jhelum district up to 206 in Hazára, while the proportion ranges between 18 of the male population in Hazára and 37 in Kohát to one boy in schools of all sorts.

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Muhammadans.

"There are in the Kohát district 288 of the male population to one scholar in its public schools, but this really shows nothing, as there are only five public schools in the whole district. It is worthy of notice, however, that this district, in which almost little or nothing is done in education by public schools, is the worst also in its own native education, having, as is shown above, 37 of its male population to one boy in school anywhere.

Mooltán Circle.—"I regret to have to report that the total number of Muhammadan boys reading in all the schools has decreased considerably this year. Last year there were 7,009 Musalmán boys reported as reading in all the public schools, whereas this year there are 6,789 or a decrease of 240. This decrease is noticeable only in the Vernacular schools and principally among those of the Primary grade, but in the Anglo-Vernacular schools the number of Musalmán boys has risen from 202 to 261, or by 77 per cent. The desire for learning, however, has, I feel sure, increased much among the Muhammadans of late; and I am of opinion that they do not profess a greater desire for English than for the Vernacular, but I attribute the falling off to the striking off of names from the register of habitual absentees which helped to swell the numbers last year."

SECTION C.—NATIVE CHIEFS.

Proposed establishment of a Punjab Chiefs' College at Lahore.

136. Arrangements are now in active progress for the establishment of the Punjab Chiefs' College at Lahore; and in this the present Wards' School at Umballa will be incorporated. Liberal contributions have been made by the Native Chiefs of the Province, and have been supplemented by grants from Provincial funds and a contribution from the Imperial revenues. A favourable site has been selected near Government House, on the road between the civil and military stations, where a building worthy of the institution will be erected. It is proposed to open the College during the ensuing cold season in houses rented for the purpose.

Wards' school at Umballa.

137. The Wards' School at Umballa contained 12 boys at the time of the last inspection. The institution serves a useful purpose, and the youths who attend it become proficient in out-door games and manly exercises. The instruction imparted is, however, of an elementary character, and in no way calculated to place the students on an intellectual level with boys of the middle classes who receive their education in the ordinary public schools of the Province.

Extracts from Inspectors' reports.

138. Regarding the education of Native Chiefs the Inspectors of the Lahore, Ráwalpindí and Mooltan Circles write as follows:—

Lahore Circle.—"No special school exists as yet for the education of Native Chiefs in this circle; but from the statistics received from three out of nine districts it appears that there were eight minors under the Court of Wards prosecuting their studies at different Government schools or under private tutors. Of these one is in the Lahore district, two in the Jullundur and five in the Amritsar district.

"Of the wards in the Lahore district, M. Ghulam Muhaiy-ud-dín, son of Sardár Naqshband Khán, reads in the Lahore District school. The two wards in the Jullundur district are Sardár Naráyan Singh of Dhaliwál, Nakodar tahsíl, and Sardár Amr Singh of Mukandpur, Nawashahr tahsíl. The former has passed the Upper Primary examination and is learning English at the Government school, Jullundur, and the latter has finished his Primary course and is prosecuting his studies at the Nawashahr Middle school. Of the five wards in the Amritsar district, Sardár Umráo Singh, aged 16 years, studies in the Amritsar District school, and is preparing for the next Punjab University Entrance Examination; and Sundar Singh is now in the 3rd Middle class of the same school and will appear at the next Middle School Examination. Sardár Gajandar Singh, aged 18 years, receives instruction at home both in English and the Vernacular.

"Gurbaksh Singh, aged 18 years, passed the Punjab University Entrance Examination in April last, and has probably joined the Lahore Government College before this.

"Kesho Rám, aged 19 years, attends the Government school, Amritsar, in the 5th or Entrance class. He appeared in the Entrance Examination, but failed."

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Native Chiefs.

Ráwalpindí Circle.—"Umar Hayát Khán of Kálra (Sháhpur district) mentioned in my last annual report, is still the only Ward of Court in this circle. He has made progress during the year, but he is very delicate in health, and this has caused interruption in his studies. He is still, as regards his education, under the charge of Mr. Krithí Singh, who was his tutor last year.

Mooltan Circle.—"There is a larger number of the sons of Native Chiefs this year reading in the schools than has ever been before. There are six minors in the Court of Wards: one in the Mooltan district, two in the Montgomery district, two in the Dera Ismaíl Khán district, and one in that of Muzaffargarh. The education of these boys is progressing satisfactorily on the whole; though they are not equal to their class fellows, if they are in a school, as they do not always follow the prescribed course in every particular. As for others, there are some eight or nine sons of Makhdums in the Mooltan District school, and 14 sons of frontier magnates in the Dera Ismaíl Khán school, and in several schools of the Dera Ghází Khán district the children of Beloch Tumandárs are to be found reading with the other boys. Imám Bakhsh Khán, Mazari, of Rojhan, has not only his own boys but the children of his relations reading in the schools. If these influential Muhammadans continue to send their boys to public schools as they have been doing, the example will be of the greatest importance to the rest of their co-religionists. Already much improvement has taken place, and if only the influence of the bigotted Mullahs were removed, the result would be most satisfactory."

SECTION D.—LOW-CASTES.

Education of the out-cast classes.

139. Very little has yet been accomplished for the education of low-caste children. The better classes take no interest in the subject; and the people of low-caste have, as a rule, no desire for education. I fully concur with Mr. Ibbetson, that it is mainly to Missionary effort that we must look in this direction, and that we should aid it liberally when it is forthcoming.

The most systematic effort has been made in Delhi and the neighbourhood, where schools for low-caste children are maintained by the Baptist and S. P. G. Missions. The rules introduced into the new Education Code for Elementary Indigenous schools have been made applicable to low-caste schools, in cases where the managers may desire it, and this will probably facilitate the extension of such schools.

Schools are maintained by the District Committee of Gurgáon for the children of Mínás, a tribe of hereditary thieves in the Gurgáon district, and special rewards in cash are paid from Provincial revenues to boys and teachers for every pass by the Primary standard.

Special schools are maintained also for the benefit of the Sánsís in the Siálkot district.

Beyond these there are no schools under public management for the special benefit of low castes. All Government and Board schools are open to children of all castes without distinction, and low-caste boys are sometimes to be found in attendance. As a general rule, however, public opinion keeps them out. Wanting as they are in all desire for education, it is not to be expected that they should intrude in schools, where they would be shunned and looked down upon by the other boys.

140. The remarks of the Inspector of the Lahore and Ráwalpindí Circles on this subject are given below:—

Lahore Circle.—"Of the nine districts in this Circle no information has been supplied under this head in the report of Deputy Commissioners, with the exception of Lahore and Siálkot. In the former there are at present 14 sweeper boys attending schools, against 13 last year, and some of them have just passed the Lower Primary Standard examination.

There are in the Siálkot district five Sánsí schools, where boys and girls attend. Instructionally and numerically these schools have made no pro-

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Low Castes

gress during the year under report. Many of the released Sánsís have left the *kots* and gone back to their respective villages with their families, while those remaining behind do not evince much desire to have their children educated. The attendance at the Sánsí schools is irregular.

Ráwalpindí Circle.—"There is not much to be said on the subject of the education of low-caste natives in this circle. Two years ago Miss Anderson of the Zanána Mission at Jhelum had in her female school at Jhelum a separate class for low-caste native girls, and about a dozen of them were in attendance, but this number has now decreased to 5. In her recently established female school out in a village about 10 miles from Jhelum, she has three low-caste girls.

"The Revd. Mr. Scott, of the same Mission Society, has lately started a school for low-caste native boys in the town of Myání (Sháhpur district). Forty-five boys of this class are in attendance, and along with them 15 Muhammadans, who are admitted "more as a decoy than from any desire to have them in the school," and the Reverend gentleman hopes, in a short time, to get rid of these Muhammadans without injuring the school as a low-caste one.

"At my last visit to Sháhpur I got a petition from some of the native residents there, complaining that four low-caste boys were attending the Cantonment school, and that consequently the dignity, morals, &c., &c., of Hindús and Muhammadans would suffer by this proceeding.

"On enquiry, however, it was found that nearly four years had elapsed in the case of one of these four boys, and other shorter periods in the case of in the others, before the native community had become alive to the fact, or at all events before they thought it necessary to refer to the matter of low-caste boys being in the school; so that the dignity and morals of their higher caste children could not have suffered much from the contamination."

CHAPTER VIII.

PRIVATE SCHOOLS,

	Para.		Para.
Statistics of Private schools, ...	141	Private schools in the Rawalpindi and Mooltan Circles	143
Pupils in rote schools	142		

141. Last year there were, according to the returns, 12,716 Private schools with 136,177 scholars. This year there are 12,201 schools with 131,903 scholars. The reduction is apparently in schools other than Indigenous, of which this year 267 are shown with 3,911 boys, against 849 in the previous year, with 11,016 scholars. Another remarkable change is the reduction of the number of girls reading in Qurán and other rote schools for boys, from 13,496 to 8,236, whilst there is a corresponding increase of Qurán schools for girls from 41, with 329 pupils, to 652 with 7,971 pupils. These are the most notable changes; but there is some reduction in the number of schools and scholars for advanced instruction, and for elementary instruction in the Vernacular, and an increase in the number of Hindú and Sikh boys learning religious books by rote. Statistics of Private schools.

No definite information has been supplied regarding the schools other than Indigenous, but the majority of those last year shown under this head have probably been included on the present occasion amongst Indigenous schools. The reduction in the number of girls attending Qurán schools, and the increase shown in girls' schools of a similar class, may be attributed to improved classification. It is not a general custom to teach the Qurán to mixed classes of boys and girls. The boys are taught in the mosque, and the girls are instructed by the Mullá at his own house. The majority of girls still shown as attending boys' schools are probably taught apart from the boys in the manner above indicated.

The returns cannot be taken as absolutely correct. Those regarding boys' schools, though no doubt containing errors, may be regarded as on the whole fairly reliable, but the statistics as to girls are not to be equally depended upon. Three years ago the subordinate staff devoted the greater part of their time for three months to the collection of returns of Indigenous schools by means of personal inquiries in each village; but those supplied for 1884-85 and 1885-86 have been prepared in a less elaborate manner. Arrangements have been made for the collection of future returns through Patwárís, as proposed by Mr. Ibbetson.

142. The returns exhibit an enormous preponderance of pupils in rote schools, of whom about 74,000 attended Qurán schools, and about 4,400 those for Sikhs and Hindús. No less than 19,000 are clubbed together as attending Arabic and Persian schools, which are all shown as advanced institutions in the returns prescribed by the Government of India. Really these schools differ much in character, and in a large number of the Persian schools the instruction is quite elementary. Pupils in rote schools.

The number of students learning classical Sanskrit is remarkably small, amounting to about 1,800. Nearly 28,000 are returned as learning a Vernacular only or mainly. In the case of Hindús, who constitute about half the number, the instruction consists chiefly in the native system of accounts based on an elaborate multiplication table going up to 100 × 100 and 4½ × 100.

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Private schools.

I have little doubt that the new rules for Indigenous schools contained in the Education Code will be taken advantage of by many of these institutions, and that when the effects of the system are once clearly seen, it will make rapid progress.

Remarks of Inspectors on private schools.

143. The following extracts are taken from the reports of the Inspectors of the Ráwalpindi and Mooltan Circles:—

Ráwalpindi Circle.—Nothing was done in the way of giving grants or teachers' salaries for secular instruction in any of these Indigenous schools. The general opinion of Assistant and District Inspectors in this circle is that it will be very difficult, if not impossible, to introduce secular instruction into them. I do not think, however, this will be the case, since it is seen from the returns that out of a total number of 67,180 pupils, as many as 13,009 nearly (or almost one-fifth) are already studying a vernacular language. There is no doubt that the study of a vernacular language is carried on chiefly through the medium of books more or less referring to religious subjects, but it is hard to see why these 13,000 scholars of Indigenous schools, or any other number who are already learning a vernacular language should make a firm stand against combining with their semi-religious books others of a purely secular nature or of combining the instruction of arithmetic, as taught to their brethren in Government schools, with that subject as learned by themselves according to their own native methods, when they see that they can get this instruction without paying for it. There will be no difficulty in the introduction of geography, because in addition to its being looked on as a perfectly useless subject, Muhammadans (who form the bulk of the attendance) have a religious objection to a study which (as a Muhammadan complained to a Head Master when refusing to send his son to school) teaches that the earth goes round the sun and that the sun stands still.

Mooltan Circle.—"Of these schools I inspected 46 and the Assistant Inspector 5, by a standard conforming somewhat to the Primary standard of Government schools, but subject to modification in many instances, where it was desirable to give encouragement at first. Rs. 739 were recommended to be given in rewards to most of these teachers. There was a slight improvement in the instructional progress of the Indigenous schools examined, but there are several matters connected with them, and it will be necessary to make special rules, and it is probable that the new Educational Code will deal with the subject fully and furnish uniform rules.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

Preparation and distribution of text books.

	Para.		Para.
Closing of Book Depôt reported last year	144	Sum due by Gillon & Co.	148
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Closing of Book Depôt reported last year.

144. It was reported last year that the Government Book Depôt had been closed, the business of distributing text books to the schools of the province, to perform which it had been originally called into existence, being transferred to the private firm of Messrs. Gillon & Co., and that the Educational Press had been at the same time largely reduced, the work formerly done in the Government Press being made over to a very large extent to private firms.

Gillon & Co. bound to keep a stock of books.

145. Under this arrangement Messrs. Gillon & Co. are bound to keep a stock of books authorised by the Text Book Committee and published by private firms, whilst those printed in the Government Press or in private presses for the Department are made over to Messrs. Gillon & Co. on commission sale.

Explanation of deficit of Rs. 10,081.

146. The report on the working of the Book Depôt and Educational Press during the year is printed as Appendix G. Mr. Ibbetson observed that during 1884-85 there was an apparent loss of Rs. 10,081. This, he explained, was due to the fact that credit had not been taken for the amount due from Messrs. Gillon & Co. for sales effected during the quarter ending the 31st March 1885. This sum, amounting to Rs. 12,606-15, is included by the Superintendent, Educational Press, in the statements accompanying his report amongst the assets at the commencement of the current year.

Slight profit during the year.

147. The operations of the present year exhibit a slight profit.

The assets of the Government Educational Press and the Text Book Department at the beginning of 1885-86, including the value of tools and plant belonging to the Press, money due by Messrs. Gillon & Co. on account of text books sold during the year, and the value of text books with Messrs. Gillon & Co. on commission sale, amounted to Rs. 77,858-1-5. The assets, including the same items, at the close of the year amounted to Rs. 91,343-11-4. The expenditure, including the cost of the Government Press, the value of paper supplied by the Superintendent of Stationery, payments made for books printed at private presses and supplied to Messrs. Gillon & Co., and the cost of books supplied from other sources, was Rs. 46,976-14-8. The payments made by the Educational Press (including sums adjusted by transfer entry and money directly paid into the treasury) and sums paid into the treasury by Messrs. Gillon & Co., amounted to Rs. 33,626-5-6. Hence, whilst the assets at the close of the year exceeded those at the beginning of the year by Rs. 13,485-9-11, the expenditure during the year exceeded the income by Rs. 13,350-9-3. The result, therefore, of the year's operations is a profit of Rs. 135-0-8.

In estimating the value of the tools and plant allowance has been made for deterioration in the value of the stock.

In the case of books on commission sale, the value shown in the statements represents the net amount, that will be realised when the books are sold, after deducting discount to purchasers and commission paid to Messrs. Gillon & Co.

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Preparation and distribution of text books.

Sum due by Gillon & Co.

148. The amount due by Messrs. Gillon & Co. at the close of the year on account of text books sold by them for the Department was Rs. 38,102-6-10, of which Rs. 24,826-3-2 have since been recovered. It is owing to the non-payment of this amount before the close of the year that there has been, as noticed in the introductory chapter of this report, a considerable falling-off in the total receipts shown in the general returns on account of subscriptions, prceeds of endowments and other sources as compared with 1884-85.

Arrangements for the supply of text books.

149. The existing arrangements for the supply of books have not been found to work satisfactorily; and it has been determined to accept the offer of the Proprietor of the *Mufid i 'am* Press, who undertakes to purchase the text books now on commission sale, to print and publish on favourable terms the books of which the copyright belongs to Government, and to keep up a stock of authorised text books published elsewhere. This firm has already printed a large number of books for the Department. The work has been well done, and executed with great promptitude; and there is reason to hope that the more extended operations which it is now proposed to undertake will be attended with equal success.

New arrangements.

150. Under the new arrangements the retail price at which vernacular books are supplied to the public will be reduced; whilst the discount allowed to wholesale purchasers will be increased. Government will recover the value of text books on commission sale, and will incur no expenditure on the purchase of stock in future, and the Department will be relieved of its present responsibility with regard to accounts and money transactions; and the Government Educational Press, if retained at all, will be reduced to the smallest dimensions.

Report of Text Book Committee.

151. Regarding the work of the Text Book Committee during the year under report the Secretary writes as follows:—

The Committee resumed its work in January 1886, no meetings having been held since March 1884.

Various suggestions, partly by Mr. Ibbetson and partly by Colonel Holroyd, for the better conduct of the business of the Committee, were considered and adopted. The chief of these were (*a*) the appointment of the Principal of the Central Training College and of the Superintendent of the Government Educational Press as Secretary and Assistant Secretary respectively. This brings the work of the Committee into more direct contact with that of the Department, and facilitates the criticism, translation and preparation of text books; (*b*) the reconstitution of the various Sub-Committees, so as to make them more workable; (*c*) revised rules for the examination of books, for the adoption of alternative text books, and for keeping the work of the various Sub-Committees more immediately before the General Committee.

All the Sub-Committees (with the exception of the Urdú and Library Committees) have held meetings, and they have been able to dispose of the work which had accumulated during the previous two years, besides making arrangements for the preparation of new text books which will keep the Translation Department hard at work for some time. The General Committee met in June to consider the proceedings of the Sub-Committees, and several important changes were made in the schemes of studies for the different schools. The English course for Anglo-Vernacular schools has been improved by the adoption of several excellent alternative text books, and Departmental Readers for the Upper classes are in progress. Complete arrangments have been made for the satisfactory compilation of the Pánjábí Dictionary, which has now been commenced. Measures have been taken for the improvement of the mathematical courses for schools, and for the better teaching of science. Important changes are in progress in the geographical course, and a series of district geographies has been arranged for; geographical readers are also contemplated. A fifth Urdú Reader is approaching completion, and it is hoped that the whole series will soon be finished. Various books have been adopted both for the libraries and for the general use of Normal schools which will have a beneficial effect on

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Preparation and distribution of Text Books.

the work of these institutions. A large number of books have been examined by the various members of the Committee, of which some have been recommended for school libraries, and others for the University Courses. A large part of the work of the Committee for next year will consist in seeing that the text-books now being prepared by the Department are suited for their purpose.

Appended is a list of the books examined by the Committee, showing those adopted, approved and rejected.

Geographical Readers.

152. The Geographical Readers for each district that have been prepared under Mr. Bell's supervision are, I think, well written and interesting. The completion of the whole series of District Geographies will of course take some time, and it is intended to prepare also similar Readers for India, Asia and other parts of the World. In England, during the last few years, Geographical Readers regarding all parts of the World have been largely introduced into Board schools. I examined a considerable number of these books when I was in England. Many of them are well adapted for the purpose for which they are intended; but as might be expected they are not suitable for this country. They will be, however, of very great utility to the compilers of Geographical Readers for our schools. The introduction of well-written, interesting books of this description will revolutionize the study of geography in the Punjab.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICAL YEAR 1885-86.

(For Details see General Table III.)

Area and Population.				Public Institutions.						Private Institutions.			
				University Education.	*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Secondary Schools	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14
106,062	Towns 238	Males... 10,210,053	Institutions. For Males ...	2	223	1,564	5	7	1,801	2,097	9,391	13,289	Institutions to No. of towns and villages ... 38·72
	Villages 34,086	Females... 8,640,384	For Females.	..	10	299	3	1	313	...	713	1,026	2·99
	Total ... 34,324	Total ... 18,850,437	TOTAL ...	2	233	1,863	8	8	2,114	2,097	10,064	14,315	41·70
			Scholars. Males ...	307	43,716	81,965	256	429	126,673	20,815	101,983	249,471	Male scholars to male population of school-going age. 16·29
			Females.	..	655	9,573	55	15	10,298	...	9,105	19,403	Female scholars to female population of school-going age. 1·50
			TOTAL	307	44,371	91,538	311	444	136,971	20,815	111,088	268,874	9·51

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB, FOR THE OFFICIAL YEAR 1885-86.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.						Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	Education. University	*School Education General.*		*School Education, Special.*											
	Arts Colleges.	Secondry Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions — For Males	67,434	5,71,550	3,25,232	54,841	95,018	11,14,075	4,200	38,144	1,16,711	97,499	1,46,870	7,070	1,51,311	5,61,805	16,75,880
1. Institutions — For Females	..	56,716	1,35,103	8,626	490	2,00,935	...	...	..	4,071	...	..	.	4,071	2,05,006
TOTAL	67,434	6,28,266	4,60,335	63,467	95,508	13,15,010	4,200	38,144	1,16,711	1,01,570	1,46,870	7,070	1,51,311	5,65,876	18,80,886
2. (a) Percentages of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on public Instruction	7·36	33·03	9·93	4·17	9·72	64·21	·60	5·48	8·80	6·21	10·45	·90	3·35	35·79	100
(b) Percentages of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction	..	17·46	47·44	5·46	·08	70·44	...	...	11·20	6·27	10·67	..	1·42	29·56	100
(c) Percentages of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction	·77	48·48	23·54	·77	2·04	75·60	...	..	·19	9·87	14·13	...	·21	24·40	100
(d) Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction	3·55	33·42	24·50	3·37	5·08	69·92	·22	2·02	6·21	5·39	7·81	·38	8·05	30·08	100

3. Average Annual Cost of Educating Each Pupil in

		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Departmental Institutions.	Cost to Provincial Revenues	201 12 0	16 0 0	2 12 10	95 3 11	200 1 5	15 6 0
	Cost to Local and Municipal Funds	..	2 6 2	2 2 1	123 9 0	...	3 14 10
	Total Cost	229 1 10	24 14 10	6 11 0	218 12 11	202 2 2	23 11 8
Local Fund Schools.	Cost to Provincial Revenues	...	0 0 5	0 0 1	...	...	0 0 2
	Cost to Local Funds	...	4 15 5	3 7 9	...	...	3 10 7
	Total Cost	...	5 10 9	3 11 5	...	...	3 15 1
Municipal Schools.	Cost to Provincial Revenues	..	0 7 2	0 6 1	...	...	0 6 10
	Cost to Municipal Funds	...	2 15 4	2 11 3	...	10 7 0	2 14 8
	Total Cost	..	6 14 1	4 8 5	...	21 4 5	6 4 8
Other Departments, &c.	Cost to Provincial Revenues	..	1 5 7	4 11 4	...	192 2 6	35 7 7
	Cost to Local Municipal Funds	...	0 8 1	1 1 5	...	7 6 6	11 12 4
	Total Cost		23 15 2	14 4 6	..	280 3 2	68 12 8
Aided Institutions.	Cost to Provincial Revenues	105 14 1	9 7 2	4 1 4	98 4 10	6 3 4	6 15 7
	Cost to Local and Municipal Funds ...	23 8 6	1 5 2	0 11 11	14 1 0	12 6 7	1 1 11
	Total Cost	302 7 2	26 6 0	12 12 2	188 1 2	37 4 5	19 14 11
Unaided Institutions.	Total Cost	...	8 6 5	3 11 6	...	48 9 2	6 8 1
All Institutions.	Cost to Provincial Revenues	184 2 7	5 4 6	0 12 5	96 1 8	146 14 8	3 5 7
	Cost to Local and Municipal Funds ...	4 5 1	3 10 11	3 0 6	92 12 2	7 11 4	3 7 6
	Total Cost	242 9 1	14 6 11	5 3 0	210 2 6	207 10 0	9 13 10

EDUCATION—GEN

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS															
	UNDER PUBLIC MANAGEMENT												UNDER PRIVATE			
	Maintained by the Department.				*Maintained by Local Fund and Municipal Boards.*				*Maintained by other Departments of Government or in other ways.*				*Aided by the Department or by Local Fund or Municipal Boards.*			
	Number of Institutions	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education — ARTS COLLEGES— English	1	248	227	195									1	59	51	43
Total	1	248	227	195									1	59	51	43
School Education, General — SECONDARY SCHOOLS— For Boys, English, Vernacular	30	8,491	8,503	7,375	29	6 115	6,145	5,194	4	1,046	988	822	32	8,307	7,878	6,503
For Boys, Vernacular					124	19,144	18,797	15,845					2	160	121	99
For Girls, English, Vernacular			..						1	208	203	168	8	899	465	858
									.				1	48	54	40
Total	30	8,491	8,503	7,375	153	25,269	24,942	21,039	5	1,254	1,191	990	43	8,914	8 453	7,000
PRIMARY SCHOOLS— For Boys	65	6,826	6,454	5,531	1,341	68,688	60,530	54,691	1	64	63	55	131	5, 703	5,537	4,769
For Girls	1	66	66	66	129	3,385	3,405	2,605	1	56	47	83	167	6044	6 126	4,492
Total	66	6,892	6,520	5,597	1,470	72,068	69,935	57,296	2	120	110	88	298	11,747	11 663	9,261
School Education, Special — SCHOOLS FOR SPECIAL INSTRUCTION— Training Schools for Masters	4	223	217	206									1	83	82	28
Training Schools for Mistresses	.				...		.				.		3	55	53	47
School of Art	1	71	67	51		.		...								
Medical School	.	..	...	...					1	183	192	182				
Industrial Schools ..		.			2	63	69	56	...				2	30	29	25
Other Schools		..							1	83	89	75				
Total	5	294	284	257	2	63	69	56	2	266	281	257	6	118	114	100
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION . .	102	15,925	15,534	13,424	1,625	97,400	94,946	78,391	9	1,640	1,582	1,335	348	20,838	20,281	16,404

PRIVATE INSTITUTIONS

1 *Advanced Teaching*—
- (a) Arabic or Persian . . .
- (b) Sanskrit ...
- (c) Any other Oriental Classic ... .

2. *Elementary, Teaching a Vernacular only or mainly*

Do. do. Qurán .

3 *European and Eurasian Schools not conforming to Departmental Standards* .

4. *Other Schools not conforming to Departmental Standards*

GRAND

ERAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1885-86.

Management. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st of March Learning. English.	A classical language.	A vernacular language.	Classification of Scholars on the 31st of March, according to Race or Creed. Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Remarks.
18	19	20	21	22	23	24	25	26	27a	27b	27c	27d	27e	27f	28
...	...	...	...	2	307	307	307	...	...	5	223	23	56	...	
...	...	...	...	2	307	307	307	...	...	5	223	23	56	...	
1	373	331	327	96	24,332	14,828	17,763	23,882	679	208	14,084	1,771	7,544	46	
1	70	61	60	127	19,384	...	9,284	19,384	...	6	11,335	1,790	6,251	2	
...	...	...	...	9	607	592	128	193	423	179	...	...	1	4	
...	...	...	...	1	48	...	8	48	...	...	...	...	48	...	
2	443	442	387	233	44,371	15,420	27,183	43,507	1,102	393	25,419	3,561	13,844	52	
26	689	425	421	1,564	81,965	1,942	21,525	81,932	47	308	39,324	7,791	33,674	821	
1	22	18	15	299	9,573	467	711	9,153	400	172	3,602	1,620	3,610	169	
27	711	513	436	1,863	91,538	2,409	22,236	91,085	447	480	42,926	9,411	37,284	990	
...	...	...	...	5	256	72	217	217	...	2	117	26	111	...	
...	...	...	...	3	55	10	24	50	3	14	12	11	15	...	
...	...	...	...	1	71	...	...	71	...	2	24	13	32	...	
...	...	...	...	1	183	65	...	118	6	10	96	14	57	...	
1	14	14	13	5	107	10	6	35	...	...	7	5	95	...	
...	...	...	...	1	83	(a)	(b)	(c)	...	..	12	12	59	...	(a) Vety. Surgy. & Medicine ... ... 83 (b) Bovine Pathology 83 (c) Anatomy and Physiology 83
1	14	14	13	16	755	157	247	491	9	28	268	81	369	...	
30	1,168	969	836	2,114	1,36,971	18,292	49,973	135,083	1,558	906	68,836	13,076	51,553	1,042	7 Boys in Girls' schools.
			...	1,930	19,016	293	15,785	3,576	1	7	1,390	209	17,498	1	
			...	166	1,787	...	1,726	178	...	...	1,761	26	...	...	
			...	1	12	...	12	...	...	...	12	...	...	...	
For Boys			...	2,169	27,577	125	4,422	23,058	...	104	13,817	4,520	9,037	99	
For Girls			...	57	1,028	4	4	1,024	...	4	448	126	450	...	
For Boys			...	6,955	70,435	...	62,169	7,271	...	64	2,983	1,328	66,052	6	* Qurán, Shástras or religious books by rote.
For Girls			...	652	7,971	...	6,209	1,604	...	..	69	12	7,890	...	
For Girls			...	1	13	13	...	...	13	...	...	...	...	...	
For Boys			...	267	3,911	44	863	2,810	...	...	969	182	2,736	24	
For Girls			...	3	93	...	93	...	...	...	...	...	93	...	
Total			...	12,201	13,[illegible]	479	91,283	39,721	14	179	21,449	6,403	103,[illegible]	192	8,236 Girls in Boys' schools. 843 Boys in Girls' schools.
TOTAL			...	14,315	268,874	18,772	141,256	174,604	1,572	1,085	90,285	19,479	155,219	1,234	8,236 Total Girls in Boys' schools. 850 Boys in Girls' schools.

EDUCATION—GEN-

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

Class of Institutions	PUBLIC INSTITUTIONS.											
	Under Public Management.								Under Private Management.			
	Maintained by the Department				Maintained by other Departments of Government, or in other ways.				Aided by the Department or by Local Funds or Municipal Boards			
	Number of Institutions	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year	Average daily attendance	Number of Institutions	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year	Average daily attendance	Number of Institutions	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13
Secondary Schools—												
School Education, General — For Boys	1	93	91	91	1	253	240	200	4	322	202	269
For Girls					1	208	203	168	5	214	223	189
Total	1	93	91	91	2	461	443	368	9	536	515	458
Primary Schools												
For Boys									2	49	81	73
For Girls	1	66	66	66					8	356	382	336
Total	1	66	66	66					10	405	463	409
Schools for Special Instruction												
School Education, Special												
Training Schools for Mistresses			..		...				1	3	3	3
Total									1	3	3	3
Total of Schools of Public Instruction	2	159	157	157	2	461	443	368	20	944	981	870

PRIVATE INSTITUTIONS 1 European and Eurasian Schools not conforming to Departmental Standards } For Girls

Total

Grand Total

ERAL TABLE III (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1885-86.

Grand Total of the Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March Learning			Classification of Scholars on the 31st of March according to Race or Creed.			Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Others.	
14	15	16	17	18	19 (a)	19 (b)	19 (c)	20
6	668	668	216	457	668	...	...	
6	422	422	32	8	422	...	...	
12	1,090	1,090	248	465	1,090	...	...	
2	49	49	...	27	47	...	2	
9	422	422	...	14	400	13	9	
11	471	471	...	41	447	13	11	
1	3	2	1	3	3	...	...	
1	3	2	1	3	3	...	...	
24	1,564	1,563	249	509	1,540	13	11	7 Boys in Girls' schools.
1	13	13	...	...	13	...	...	
1	13	13	...	...	13	...	...	
25	1,577	1,576	249	509	1,553	13	11	7 Boys in Girls' schools.

EDUCATION—GEN-

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Maintained by the Department.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2
ARTS COLLEGES—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. English	45,797	...	...	6,212	...	..	52,009
Total	45,797	...	...	6,212	...	...	52,009
SECONDARY SCHOOLS—							
School Education, General. For Boys ... English	1,40,763	5,229	15,052	50 922	...	...	2,11,966
For Boys ... Vernacular ...	...	...	...	...	...	...	...
,, Girls ... English	...	...	...	...	...	...	...
,, Girls ... Vernacular... ..	...	...	...	...	...	...	...
Total	1,40,763	5,229	15,052	50,922	...	...	2,11,966
PRIMARY SCHOOLS.							
For Boys	11,171	585	13,316	11,457	...	..	36,529
,, Girls...	7,070	...	...	...	...	...	7,070
Total	18,241	585	13,316	11,457	...	...	43,599
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. Training Schools for Masters... ...	20,668	26,813	...	...	...	...	47,481
Training Schools for Mistresses ...	...	...	...	...	...	...	...
Schools of Art	13,406	...	...	...	...	137	13,543
Medical School	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Total	34,074	26,813	...	...	...	137	61,024
University	...	...	...	...	...	...	...
Direction...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in ... ... Arts Colleges	8,996	357	2,231	...	...	3,894	15,478
Scholarships held in ... ... Secondary Schools ...	11,020	8,942	2,326	...	...	160	22,448
Scholarships held in ... ... Primary Schools... ..	..	...	...	...	...	...	...
Scholarships held in ... ... Special Schools other than Training Schools	1,374	125	419	...	...	330	2,248
Buildings	23,323	1,922	9,329	...	...	...	34,574
Furniture and Apparatus (Special grants only)	983	...	...	...	...	...	983
Miscellaneous	12,[illegible]30	3,042	42	...	...	25,194	41,008
Total	58,426	14,388	14,347	...	...	29,578	1,16,739
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,07,301	47,015	42,715	68,591	...	29,715	4,95,337

ERAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1885-86.

INSTITUTIONS.

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							Maintained by other Departments of the Government or in other ways.						
Provincial Revenues	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
6,861	11,979	22,379	11,039	1,275	2	53,535	1,608	...	600	1,628	1,620	17,744	23,200
701	67,287	26,672	12,198	525	218	1,07,601	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	5,320	5,320
...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,562	79,266	49,051	23,237	1,800	220	1,61,136	1,608	...	600	1,628	1,620	23,064	28,520
502	2,22,518	9,381	13,364	507	1,163	2,47,435	398	...	...	157	241	...	796
2,161	7,479	7,092	...	294	...	17,026	120	...	120	...	143	392	775
2,663	2,29,997	16,473	13,364	801	1,163	2,64,461	518	...	120	157	384	392	1,571
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	49,796	...	2,081	...	...	2,059	53,936
...	384	720	...	...	364	1,468	...	...	...	...	...	...	...
...	...	...	...	...	...	...	4,200	...	...	...	...	*20,600	24,800
...	384	720	...	...	364	1,468	53,996	...	2,081	...	...	22,659	78,736
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	1,167	...	...	...	...	...	1,167
...	18,430	2,305	60	211	145	21,151	...	...	...	...	...	1,441	1,441
...	312	239	...	...	...	551	...	60	120	...	445	169	794
...	...	...	...	...	458	458	13,456	1,290	5,566	...	...	1,184	21,496
...	50,446	11,961	...	104	...	62,511	6,496	...	...	...	...	...	6,496
...	...	...	...	...	...	...	5,222	...	...	...	...	*802	6,024
...	3,838	292	...	...	...	4,130	10,000	...	...	...	...	95,508	1,05,508
...	73,026	14,797	60	315	603	88,801	36,341	1,350	5,686	...	445	99,104	1,42,926
10,225	3,82,673	81,041	36,661	2,916	2,350	5,15,866	92,463	1,350	8,487	1,785	2,449	1,45,219	2,51,753

* Imperial Revenues.

RETURN OF EXPENDITURE OF PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PRIVATE						
	Aided by the Department or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e.	5f	5
ARTS COLLEGES—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. English	5,400	...	1,200	1,898	...	6,927	15,425
Total	5,400		1,200	1,898	...	6,927	15,425
SECONDARY SCHOOLS—							
School Education, General. For Boys English	61,743	965	9,018	43,716	7,047	47,946	1,70,435
For Boys Vernacular	...	240	621	27	53	159	1,100
,, Girls English	17,640	...	360	17,674	2,092	12,670	50,436
,, Girls Vernacular	480	...	...	...	80	400	960
Total	79,863	1,205	9,999	61,417	9,272	61,175	2,22,931
PRIMARY SCHOOLS—							
For Boys...	13,648	1,060	2,071	8,148	2,780	10,867	38,574
,, Girls...	33,983	1,260	4,321	12,273	9,858	48,527	1,10,222
Total	47,631	2,320	6,392	20,421	12,638	59,394	1,48,796
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. Training Schools for Masters... ...	3,000	...	...	20	...	4,340	7,360
Training Schools for Mistresses ...	5,356	...	1,200	...	...	2,070	8,626
School of Art	...	...	...	...	...	...	...
Medical School	...	...	...	...	...	...	...
Industrial Schools	108	...	360	...	231	310	1,081
Other Schools	...	...	...	...	...	...	...
Total	8,536	...	1,560	20	231	6,720	17,067
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in ... ... Arts Colleges	2,728	50	198	...	...	649	3,625
Scholarships held in ... ... Secondary Schools ...	3,131	1,211	830	...	571	1,690	7,433
Scholarships held in ... ... Primary Schools ...	1,236	...	990	7	287	507	3,027
Scholarships held in ... ... Special Schools other than Training Schools	120	...	...	...	...	...	240
Buildings	42,817	...	472	...	...	120	43,289
Furniture and Apparatus (Special grants only)	63	...	...	...	...	...	63
Miscellaneous	600	65	...	...	...	...	665
Total	50,695	1,326	2,490	7	858	2,966	58,342
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,92,125	4,851	21,641	83,763	22,999	1,37,182	4,62,561

ERAL—TABLE IV—*continued.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1885-86.

INSTITUTIONS.										
MANAGEMENT.				TOTAL EXPENDITURE FROM					GRAND TOTAL.	REMARKS.
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.		
6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	51,197	...	1,200	8,110	6,927	67,434	
...	...	...	...	51,197	...	1,200	8,110	6,927	67,434	
324	...	2,871	3,195	2,10,975	18,173	47,049	1,07,629	78,505	4,62,331	
...	372	146	518	701	67,527	27,293	12.225	1,473	1,09,219	
...	...	...	...	17,640	...	360	17,674	20,082	55,756	
...	...	...	...	480	...	...	...	480	960	
324	372	3,017	3,713	2,29,796	85,700	74,702	1,37,528	1,00,540	6,28,266	
286	...	1,612	1,898	25,719	2,24,163	24,768	33,412	17,170	3,25,232	
...	...	10	10	43,334	8,739	11,533	12,273	59,224	1,35,103	
286	...	1,622	1,908	69,053	2,32,902	36,301	45,685	76,394	4,60,335	
...	...	...	...	23,668	26,813	...	20	4,340	54,841	
...	...	...	...	5,356	...	1,200	...	2,070	8,626	
...	...	...	...	13,406	...	...	...	137	13,543	
...	...	...	...	49,796	...	2,081	...	2,059	53,936	
...	...	680	680	180	384	1,080	...	1,585	3,229	
...	...	...	...	4,200	...	...	...	† 20,600	24,800	† Imperial Revenues.
...	...	680	680	96,606	27,197	4,361	20	30,791	1,58,975	
...	...	...	...	*4,200	...	...	...	...	4,200	* Grant for Middle School Examination expenses and expenses on account of Final Statements, &c., supplied to Government. Statistics of the University, not supplied.
...	...	...	...	38,144	...	...	...	...	38,144	
...	...	...	...	61,209	54,987	300	...	215	1,16,711	
...	...	...	...	12,891	407	2,429	...	4,543	20,270	
...	...	...	...	14,151	28,583	5,461	60	4,218	52,473	
...	10	3	13	1,236	372	1,349	7	1,421	4,385	
...	...	...	...	14,950	1,415	5,985	...	2,092	24,442	
...	...	...	...	72,636	52,368	21,762	...	104	1,46,870	
...	...	...	...	6,268	...	...	...	802	7,070	
...	...	...	...	23,330	6,945	334	...	†1,20,702	1,51,311	†Imperial Reve: 87,747.
...	10	3	13	2,49,015	1,45,077	37,620	67	1,34,097	5,65,876	
610	382	5,322	6,314	6,95,667	4,90,876	1,54,184	1,91,410	3,48,749	18,80,886	

EDUCATION—GEN-

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUBLIC

OBJECTS OF EXPENDITURE.	Under Public Management									
	Maintained by the Department							Maintained by other Deptts of Govt. or in other ways		
	Provincial Revenues	Local Rates or Cesses	Municipal Funds.	Fees	Subscriptions	Endowments & other sources	Total	Provincial Revenues	Endowments and other sources	Total.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3
	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs
School Education, General.										
SECONDARY SCHOOLS—										
For Boys	11,155						11,155		*13,367	13,367
,, Girls									*5,320	5,320
Total	11,155						11,155		18,687	18,687
PRIMARY SCHOOLS—										
For Boys										
,, Girls	7,070						7,070			
Total	7,070						7,070			
SCHOOLS FOR SPECIAL INSTRUCTION—										
Training Schools for Mistresses										
Total										
Buildings ...								6,496		6,496
Furniture and Apparatus (Special grants only)									502	*502
Miscellaneous	1,575						1,575		95,508	*95,508
Total ..	1,575						1,575	6,496	96,010	1,02,506
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	19,800	..				...	19,800	6,496	1,14,697	1,21,193

* Imperial Revenues

ERAL TABLE VI (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1885-86.

INSTITUTIONS.										
UNDER PRIVATE MANAGEMENT.						TOTAL EXPENDITURE FROM				GRAND TOTAL.
Aided by the Department or by Local Fund or Municipal Boards.										
Provincial Revenues.	Municipal Fund.	Fees.	Subscriptions.	Endowments & other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	
4a	4b		4d	4e	4	5a	5b	5c	5d	5
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
14,500	360	18,693	567	10,660	44,780	25,655	360	18,693	24,594	69,302
13,800	...	14,524	1,497	4,169	33,990	13,800	...	14,524	10,986	39,310
28,300	360	33,217	2,064	14,829	78,770	39,455	360	33,217	35,580	1,08,612
3,420	275	2,460	..	..	6,155	3,420	275	2,460	...	6,155
13,000	275	12,033	2,690	16,570	44,568	20,070	275	12,033	19,260	51,638
16,420	550	14,493	2,690	16,570	50,723	23,490	550	14,493	19,260	57,793
360	...	...	...	1,049	1,409	360	...	...	1,049	1,409
360	...	...	...	1,049	1,409	360	...	...	1,049	1,409
11,500	..	...	...	...	11,500	17,996	...	.	...	17,996
...	...	...	...	...	...	...	...	...	502	502
559	...	...	...	...	559	2,134	...	...	95,508	97,642
12,059	...	...	...	...	12,059	20,130	...	...	96,010	1,16,140
57,139	910	47,710	4,754	32,448	1,42,961	83,435	910	47,710	1,51,899	2,83,954

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Departmental ...	English ...	30	8,491	705	...	705	2,186	...	2,186
	Local Fund ..	English ...	2	205	...	...	...	24	..	24
		Vernacular ...	58	8,603	...	...	..	1,696	...	1,696
	Municipal ...	English ...	27	5,910	...	...	.	844	...	844
		Vernacular ...	66	10,551	15	...	15	1,888	...	1,888
	Other Departments	English ...	4	1,046	8	...	8	136	...	136
	Aided	English ...	32	8,307	482	...	482	1,608	...	1,608
		Vernacular ...	2	160	14	...	14	27	...	27
	Unaided	English ...	1	373	10	...	10	63	...	63
		Vernacular ...	1	70	...	...	...	5	...	5
	Total		223	43,716	1,234	...	1,234	8,477	...	8,477
For Girls.	Other Departments	English ...	1	208	...	...	..	...	45	45
	Aided	English ...	8	399	...	4	4	...	49	49
		Vernacular ...	1	48	...	..	...	...	3	3
	Total		10	655	...	4	4	...	97	97
Total Secondary Schools ..			233	44,371	1,234	4	1,238	8,477	97	8,574
Primary Schools—										
For Boys.	Departmental		65	6,826	...	...	...	...	...	...
	Local Fund		1,288	64,694	..	...	...	.	...	..
	Municipal		53	3,989	.	...	..	...	...	...
	Other Departments . . .		1	64	..	..	...	...	...	...
	Aided		131	5,703	..	...	.	...	..	...
	Unaided		26	689	...	...	...	..	...	...
	Total		1,564	81,965	...	...	...	...	...	...
For Girls.	Departmental		1	66	...	...	...	...	..	..
	Local Fund...		52	1,267	...	...	...	...	...	...
	Municipal		77	2,118	..	...	...	...	...	...
	Other Departments...		1	56	..	...	...	...	...	...
	Aided		167	6,044	...	.	..		...	...
	Unaided		1	22	...	...	...	...	.	...
	Total ...		299	9,573	..	...	....	..		..
Total Primary Schools			1,863	91,538	...	...	. .	...	...	..
Grand Total .. .			2,096	135,909	1,234	4	1,238	8,477	97	8,574

ERAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1885-86.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,069	...	3,069	2,462	...	2,462	69	...	69	8,491	...	8,491
46	...	46	135	...	135	...	...	...	205	...	205
1,556	...	1,556	5,045	...	5,045	306	...	306	8,603	...	8,603
1,512	...	1,512	3,260	...	3,260	294	...	294	5,910	...	5,910
1,623	...	1,623	6,142	...	6,242	883	...	883	10,551	...	10,551
273	...	273	629	...	629	...	...	...	1,046	...	1,046
2,136	...	2,136	3,865	...	3,865	216	...	216	8,307	...	8,307
35	...	35	61	...	61	23	...	23	160	...	160
47	...	47	157	...	157	96	...	96	373	...	373
19	...	19	40	...	40	6	...	6	70	...	70
10,316	...	10,316	21,796	...	21,796	1,893	...	1,893	43,716	...	43,716
...	46	46	...	117	117	...	...	...	...	208	208
...	101	101	...	238	238	...	7	7	...	399	399
...	...	...	...	45	45	...	...	...	...	48	48
...	147	147	...	400	400	...	7	7	...	655	655
10,316	147	10,463	21,796	400	22,196	1,893	7	1,900	43,716	655	44,371
236	...	236	5,338	...	5,338	1,252	...	1,252	6,826	...	6,826
9,269	..	9,269	54,645	..	54,645	780	..	780	64,694	...	64,694
610	...	610	3,167	...	3,167	212	...	212	3,989	...	3,989
25	...	25	39	...	39	...	...	...	64	...	64
234	...	234	4,804	...	4,804	665	...	665	5,703	...	5,703
...	...	..	672	...	672	17	...	17	689	...	689
10,374	...	10,374	68,665	...	68,665	2,926	...	2,926	81,965	...	81,965
...	18	18	...	48	48	...	...	...	...	66	66
...	37	37	...	1,189	1,189	...	41	41	...	1,267	1,267
...	70	70	...	1,935	1,935	...	113	113	...	2,118	2,118
...	12	12	...	44	44	...	...	...	...	56	56
	146	146	...	5,647	5,647	...	251	251	..	6,044	6,044
	...	...	...	22	22	...	...	...	...	22	22
	283	283		8,885	8,885	...	405	405	...	9,573	9,573
10,374	283	10,657	68,665	8,885	77,550	2,926	405	3,331	82,365	9,573	91,538
20,690	430	21,120	90,461	9,285	99,746	4,819	12	5,231	125,681	10,228	135,909

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

THE OFFICIAL

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys Departmental	1	93	...	...	...	16	...	16
For Boys Other Departments, &c. ...	1	253	8	...	8	50	...	50
For Boys Aided	4	322	40	...	40	105	...	105
Total	6	668	48	...	48	171	...	171
For Girls Other Departments, &c. ...	1	208	...	...	...	...	45	45
For Girls Aided	5	214	...	...	..	...	32	32
Total	6	422	...	...	...	...	77	77
Total Secondary Schools ...	12	1,090	48	...	48	171	77	248
Primary Schools—								
For Boys. Aided	2	49	...	...	...	...	...	...
Total	2	49	...	...	...	...	...	...
For Girls Departmental	1	66	...	...	...	...	...	...
For Girls Aided	8	356	...	...	...	...	...	..
Total	9	422	...	...	...	...	...	..
Total Primary School	11	471	...	...	..	...	...	...
Grand Total	23	1,561	48	...	48	171	77	248

ERAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB FOR EUROPEANS AT THE END OF YEAR 1885-86.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
20	...	20	57	...	57	...	...	...	93	..	93
52	...	52	143	..	143	...	...	...	253	...	253
107	...	107	70	..	70	...	...	...	322	...	322
179	...	179	270	...	270	...	.	...	668	.	668
...	46	46	..	117	117	...	...	...	...	208	208
...	61	61	...	114	114	...	7	7	...	214	214
...	107	107	...	231	231	...	7	7	...	422	422
179	107	286	270	231	501	...	7	7	668	422	1,090
7	...	7	42	...	42	...	...	...	49	...	49
7	...	7	42	...	42	...	..	...	49	...	49
...	18	18	...	48	48	...	...	...	...	66	66
...	90	90	...	266	266	...		...	...	356	356
...	108	108	...	314	314	...	...	...	...	422	422
7	108	115	42	314	356	...	...	..	49	422	471
186	215	401	312	545	857	....	7	7	717	844	1,561

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1885-86.

Nature of Examinations.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.					
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under public management	Aided Institutions.	Other Institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Sikhs.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
Arts Colleges—																				
1. Master of Arts	1	...	...	1	4	...	...	...	4	2	...	...	...	2	...	...	2	...	...	...
1. Master of Oriental Learning	1	...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	1	1	...	2	26	5	...	4	35	12	1	...	2	15	...	...	12	1	2	...
2. Bachelor of Oriental Learning	1	...	...	1	2	...	...	...	2	2	...	...	...	2	...	...	...	...	2	...
3. Intermediate. Arts — Calcutta	1	...	...	1	2	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...
3. Intermediate. Arts — Punjab	2	1	...	3	98	19	...	28	145	41	9	...	8	58	...	...	42	6	10	...
3. Intermediate. Oriental Punjab	1	...	...	1	12	...	...	4	16	10	...	...	3	13	...	...	8	...	5	...
Oriental Colleges—																				
1. Honours in Sanskrit	1	...	...	1	3	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...
1. " Arabic	1	...	...	1	1	...	...	3	4	1	...	...	3	4	...	...	...	...	4	...
1. " Persian	1	...	...	1	6	...	...	3	9	6	...	...	2	8	...	...	...	...	8	...
2. High Proficiency in Sanskrit	1	...	...	1	13	...	...	2	15	7	...	...	...	7	...	...	7	...	...	...
2. " " Arabic	1	1	...	2	1	1	...	1	3	1	1	...	...	2	...	...	...	...	2	...
2. " " Persian	1	...	...	1	3	...	...	...	3	2	...	...	...	2	...	...	1	...	1	...
3. Proficiency in Sanskrit	2	2	3	7	10	3	13	1	27	5	1	11	...	17	...	...	17	...	...	...
3. " Arabic	1	1	...	2	6	3	...	...	9	3	2	...	...	5	...	...	...	...	5	...
3. " Persian	1	1	1	3	8	2	2	5	17	7	1	1	...	9	...	...	1	...	8	...
Medicine.																				
1. L. M. S. (Final Examination)	1	...	...	1	14	...	...	...	14	7		...	...	7	...	1	4	1	1	...
2. First L. M. S. (First Examination)	1	...	...	1	15	...	...	...	15	8		...	...	8	3	...	2	1	2	...

Engineering—																				
1. First L. C. E. (First Examination)	1	...	...	1	3	...	...	1	4	3	...	...	1	4	...	...	2	1	1	...
Schools of General Education—*																				
Matriculation, Calcutta ... ... Boys ...	1	11	...	12	2	40	...	1	43	1	17	...	...	18	8	1	6	...	3	...
Matriculation, Calcutta ... ... Girls ...	...	1	...	1	...	3	...	...	3	...	2	...	...	2	...	2	...	...	...	...
Punjab English Boys ...	14	14	2	30	295	189	10	171	665	128	61	2	21	212	Information not supplied.					
Punjab English Girls ...	...	1	...	1	...	1	...	...	1	...	1	...	...	1	...	1				
Punjab Vernacular Boys ...	3	...	...	3	26	...	...	13	39	8	...	...	5	13	Information not supplied.					
Schools of Special Instruction—																				
Training School Examination for Masters. Upper ... English ...	1	...	...	1	13	...	...	...	13	13	...	...	...	13	...	...	8	3	2	...
Training School Examination for Masters. Upper ... Vernacular...	1	1	...	2	31	4	...	4	39	23	1	...	...	24	...	...	9	5	10	...
Training School Examination for Masters. Lower ... English ...	1	1	...	2	9	3	...	...	12	8	2	...	...	10	...	...	6	2	2	...
Training School Examination for Masters. Lower ... Vernacular...	3	1	...	4	142	12	...	22	176	102	7	...	15	124	...	...	62	15	47	...
Departmental Tests...																				
Middle School Examination. English ... Boys ...	58	28	11	97	803	498	74	534	1,909	597	266	22	123	1,008	Information not supplied by the Registrar, Punjab University.					
Middle School Examination. English ... Girls ...	...	6	...	6	...	22	...	...	22	...	8	...	...	8						
Middle School Examination. Vernacular... Boys ...	128	3	...	131	925	5	...	210	1,140	618	5	...	54	677						
Upper Primary School Examination. English ... Boys ...	65	34	3	102	2,062	771	15	...	2,848	1,590	609	12	...	2,211	66	19	1,387	193	542	4
Upper Primary School Examination. English ... Girls ...	1	10	2	13	13	41	8	...	62	8	29	7	...	44	44	...	...	...	...	...
Upper Primary School Examination. Vernacular ... Boys ...	1,152	1	...	1,153	5,030	1	...	...	5,031	3,840	...	...	...	3,840	...	...	2,030	457	1,353	...
Upper Primary School Examination. Vernacular ... Girls ...	5	6	...	11	9	27	...	...	36	6	20	...	...	26	...	9	2	1	5	...
Lower Primary School Examination ... Boys ...	1,523	76	40	1,639	14,267	1,181	205	...	15,653	11,255	912	149	...	12,316	76	30	6,164	1,245	4,778	23
Lower Primary School Examination ... Girls ...	59	15	1	75	148	165	10	...	323	62	119	6	...	187	75	39	25	7	41	...

* For Departmental Tests, see last entries in table.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

JECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.															
	IN INSTITUTIONS MAINTAINED BY LOCAL FUND BOARDS.											IN INSTITUTIONS MAINTAINED BY				
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	Other Departments of Government, or in other ways.	Total Local Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES—																
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
CONDARY SCHOOLS—																
For Boys. English	2	205	227	158	225	1,854	...	263	157	2	2,501	5,229	10,125	965	...	18,173
For Boys. Vernacular	58	8,603	8,412	7,216	...	41,099	779	4,234	151	218	46,481	...	26,188	240	...	67,527
For Girls, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	60	8,808	8,639	7,374	225	42,953	779	4,497	308	220	48,982	5,229	36,313	1,205	...	85,700
PRIMARY SCHOOLS—																
For Boys... ...	1,288	64,694	62,630	51,444	393	2,16,973	44	12,166	503	1,163	2,31,242	585	5,545	1,060	...	2,24,163
For Girls... ...	52	1,267	1,311	1,016	...	6,047	29	...	...	...	6,076	...	1,432	1,260	...	8,739
Total	1,340	65,961	63,941	52,460	393	2,23,020	73	12,166	503	1,163	2,37,318	585	6,977	2,320	...	2,32,902
HOOLS FOR SPECIAL INSTRUCTION—																
Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	26,813	...	...	...	26,813
Training Schools for Mistresses...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical School ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	384	...	...	384
Total	...	...	...	...	...	...	...	...	...	...	...	26,813	384	...	...	27,197
TECTION—	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54,987
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	357	...	50	...	407
Secondary Schools	...	...	...	...	...	7,171	46	...	...	16	7,233	8,942	11,259	1,211	...	28,583
Primary Schools	...	...	...	...	...	312	...	...	...	...	312	...	...	...	60	372
Special Schools other than Training Schools ...	...	...	...	...	...	...	...	...	...	...	...	125	...	...	1,290	1,415
ldings	...	...	...	...	...	41,210	...	...	104	...	41,314	1,922	9,236	...	...	52,368
ellaneous ...	...	...	...	...	...	1,141	...	...	...	...	1,141	3,042	2,697	65	...	6,945
Total	...	...	...	...	...	49,834	46	...	104	16	50,000	14,388	23,192	1,326	1,350	1,45,077
GRAND TOTAL ...	1,400	74,769	72,580	59,834	618	3,15,807	898	16,663	915	1,399	3,36,300	47,015	66,866	4,851	1,350	4,90,876

ERAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1885-86.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MAINTAINED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MAINTAINED BY					
Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.	Local Fund Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations	Other Departments of Government, or in other ways.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	...	1,200	1,200
...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	...	1,200	1,200
27	5,910	5,918	5,036	6,636	22,379	10,125	10,776	1,118	...	51,034	15,052	...	9,018	600	47,049	65,222
66	10,551	10,385	8,629	701	25,893	26,188	7,964	374	...	61,120	...	779	621	...	27,293	94,820
...	...	...	...	...	...	...	...	...	...	...	...	...	360	...	360	360
93	16,461	16,303	13,665	7,337	48,272	36,313	18,740	1,492	...	1,12,154	15,052	779	9,999	600	74,702	1,60,402
53	3,989	3,900	3,247	109	9,337	5,545	1,198	4	...	16,193	13,316	44	2,071	...	24,768	2,48,931
77	2,118	2,094	1,589	2,161	7,063	1,432	...	294	...	10,950	...	29	4,321	120	11,533	20,272
130	6,107	5,994	4,836	2,270	16,400	6,977	1,198	298	...	27,143	13,316	73	6,392	120	36,301	2,69,203
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26,813
...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	...	1,200	1,200
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,081	2,081	2,081
2	63	69	56	...	720	384	...	...	364	1,468	...	...	360	...	1,080	1,464
2	63	69	56	...	720	384	...	...	364	1,468	...	...	1,560	2,081	4,361	31,558
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	300	55,287
...	...	...	...	...	...	...	...	...	...	...	2,231	...	198	...	2,429	2,836
...	...	...	...	...	2,259	11,259	60	211	129	13,918	2,326	46	830	...	5,461	34,044
...	...	...	...	...	239	...	...	...	...	239	...	...	990	120	1,349	1,721
...	...	...	...	...	...	...	...	...	458	458	419	...	...	5,566	5,985	7,400
...	...	...	...	...	11,961	9,236	...	...	...	21,197	9,329	...	472	...	21,762	74,130
...	...	...	...	...	292	2,697	...	...	...	2,989	42	...	...	...	334	7,279
...	...	...	...	...	14,751	23,192	60	211	587	38,801	14,347	46	2,490	5,686	37,620	1,80,000
225	22,631	22,366	18,557	9,607	80,143	66,866	19,998	2,001	951	1,70,566	42,715	898	21,641	8,487	1,54,184	6,45,060

SUBSIDIARY

ABSTRACT RETURN BY DISTRICTS OF NATIVE BOYS'

Serial Number.	Name of District.	Total Male Population.	PUBLIC INSTITUTIONS. Under Public Management. Managed by Department. Number of Schools.	Managed by Department. Number of Scholars.	Managed by Local and Municipal Boards. Number of Schools.	Managed by Local and Municipal Boards. Number of Scholars.	Managed by other Depts. of Govt. or in other ways. Number of Schools.	Managed by other Depts. of Govt. or in other ways. Number of Scholars.	Under Private Management. Aided. Number of Schools.	Aided. Number of Scholars.	Unaided. Number of Schools.	Unaided. Number of Scholars.	Scholars in Institu In High Department.	In Middle Department.
1	Delhi	344,016	6	993	57	2,711	1	362	31	1,356	...	...	111	490
2	Gurgáon	338,917	7	651	63	3,451	...	...	...	...	...	...	33	251
3	Karnál	336,171	4	363	50	2,139	...	...	...	...	...	...	...	147
4	Hissár	343,210	5	710	36	1,541	...	...	...	...	...	...	...	78
5	Rohtak	296,224	3	365	39	2,352	...	...	...	...	...	...	...	159
6	Umballa	588,272	5	693	78	5,014	...	...	6	837	1	70	22	431
7	Ludhiána	339,598	1	372	61	3,351	...	...	6	679	...	...	90	454
8	Simla	27,593	1	122	5	171	...	...	14	241	7	129	...	14
9	Jullundur	431,435	4	371	91	5,804	...	...	5	948	...	...	73	602
10	Hoshiárpur	481,526	5	658	86	5,414	...	...	...	...	...	...	53	506
11	Kángra	380,867	3	282	43	2,688	...	...	2	175	...	...	...	98
12	Amritsar	490,694	8	1,796	70	4,905	...	...	11	1,430	1	54	149	464
13	Gurdáspur	445,798	5	1,184	92	4,978	...	...	8	429	5	61	54	398
14	Siálkot	539,661	...	...	76	4,844	...	...	5	911	1	373	52	451
15	Lahore	510,353	7	1,573	49	3,493	1	64	26	1,626	1	42	211	505
16	Gujránwála	333,605	4	507	64	4,081	...	...	6	1,208	12	403	58	398
17	Ferozepore	425,067	4	518	62	3,622	1	339	...	...	...	...	30	240
18	Ráwalpindí	449,287	1	47	57	5,982	...	...	6	1,084	...	...	31	430
19	Jhelum	313,443	1	396	39	4,374	...	...	21	819	...	...	...	298
20	Gujrát	362,162	3	600	43	4,205	...	...	2	452	...	...	54	393
21	Sháhpur	221,676	4	586	40	2,436	...	...	...	...	...	...	32	178
22	Pesháwar	329,524	...	...	36	2,212	...	...	3	617	...	...	22	200
23	Hazára	218,616	2	164	24	1,471	...	...	...	...	...	...	...	48
24	Kohát	101,369	1	336	4	225	...	...	...	...	...	...	...	55
25	Mooltan	304,517	4	961	55	2,363	1	92	2	386	...	...	62	244
26	Jhang	214,382	1	289	32	1,850	...	...	...	...	...	...	34	201
27	Montgomery	232,947	...	...	25	1,376	...	...	...	...	...	...	...	72
28	Muzaffaragah	184,510	...	...	30	1,430	...	...	...	...	...	...	...	66
29	Dera Ismail Khán	238,468	...	...	23	1,786	...	...	1	254	...	...	15	144
30	Dera Ghází Khán	200,667	5	687	35	2,083	...	...	...	...	...	...	...	214
31	Bannú	177,503	...	...	29	1,600	...	...	4	347	...	...	...	77
	Total	10,210,053	94	15,224	1,494	93,952	4	857	159	13,799	28	1132	1,186	8,306

FORM No. I.

SCHOOLS FOR GENERAL EDUCATION ONLY FOR 1885-86.

Public Institutions.		Passes for Public Institutions.				Expenditure on Public Institutions.							Private Institutions.			
In Upper Primary Department.	In Lower Primary Department.	Matriculation.	Middle School Examination.	Upper Primary Examination.	Lower Primary Examination.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of Schools.	Number of Scholars.	Total number of Schools.	Total number of Scholars.
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
891	3,930	22	86	250	415	23,800	11,972	5,270	10,683	609	13,548	65,882	86	1,356	181	6,778
519	3,299	6	40	151	358	5,124	14,930	3,032	2,823	...	...	25,909	38	438	108	4,540
318	2,037	...	25	72	198	4,978	8,025	3,694	2,193	...	...	18,890	65	795	119	3,297
244	1,929	...	15	80	154	5,419	5,485	4,069	2,734	...	...	17,707	81	1,090	122	3,341
365	2,193	...	30	146	254	3,266	10,727	2,892	2,894	...	...	19,779	70	829	112	3,546
571	5,290	4	72	256	644	10,704	18,851	3,917	6,572	432	3,879	44,355	175	1,827	235	8,441
766	3,092	26	116	235	479	8,512	17,106	5,772	6,778	...	1,217	39,385	340	4,210	408	8,612
61	588	...	4	13	50	3,845	1,065	557	1,001	235	1,371	8,074	2	79	29	742
1,144	5,304	17	90	368	656	13,083	15,950	4,285	7,893	1,515	3,246	45,972	332	4,036	432	11,159
1,209	4,304	8	75	306	605	7,858	16,069	2,156	4,871	176	96	31,246	122	1,553	213	7,625
545	2,502	...	22	87	204	4,133	8,892	2,139	1,437	696	1,714	19,011	12	169	66	3,314
1,213	6,359	17	91	252	572	23,345	15,509	4,325	11,536	30	7,914	62,659	388	5,051	478	13,236
1,159	5,041	7	76	281	462	11,609	18,097	5,542	8,659	...	3,426	47,333	153	1,638	263	8,290
979	4,646	2	77	324	618	3,180	13,738	3,235	4,310	1,085	4,963	30,511	749	7,991	831	14,119
1,091	4,991	38	161	327	712	24,805	10,470	3,602	13,664	4,449	66	57,056	587	5,800	671	12,598
1,027	4,716	11	77	396	749	7,445	10,058	3,762	6,698	53	3,416	31,432	139	1,513	225	7,712
807	3,402	6	46	205	402	2,850	11,055	4,408	3,235	1,620	...	23,168	168	1,374	235	5,853
1,196	5,456	4	68	379	814	4,062	12,771	4,625	4,763	...	1,896	28,117	1,345	15,555	1,409	22,668
1,003	4,288	...	44	356	707	2,204	10,877	2,255	4,227	464	147	20,174	657	8,807	718	14,896
1,045	3,765	8	73	341	671	7,142	10,692	736	4,427	...	1,693	24,690	989	10,823	1,037	16,080
544	2,268	5	17	148	373	2,416	5,687	2,787	3,058	...	...	13,948	542	6,363	586	9,385
474	2,133	3	26	130	374	5,141	7,786	1,627	2,161	...	4,344	21,059	940	8,232	979	11,061
237	1,350	...	8	65	163	1,733	4,483	1,765	1,100	...	...	9,081	1,006	10,960	1,032	12,595
118	388	...	9	33	52	1,895	845	590	710	...	...	4,040	276	2,169	281	2,730
622	2,874	8	29	176	346	6,379	12,690	6,246	5,621	984	1,798	33,718	243	2,472	305	6,274
375	1,529	2	33	121	227	6,087	6,296	2,584	2,512	560	...	18,039	234	2,683	267	4,822
284	1,020	...	15	69	146	360	3,488	3,002	832	517	...	8,289	197	1,731	222	3,107
239	1,125	...	10	63	115	...	7,388	1,440	466	...	...	9,294	297	2,431	327	3,861
402	1,475	3	25	117	223	2,580	4,612	3,767	1,675	...	1,842	14,476	409	4,178	433	6,218
433	2,123	...	40	130	256	3,085	7,410	2,384	2,298	289	...	15,466	222	1,469	262	4,239
823	1,547	...	...	108	241	1,260	6,839	1,920	282	139	2,125	12,565	624	5,176	657	7,123
20,504	94,968	197	1,500	5,985	12,240	2,03,320	3,09,863	98,475	1,32,113	13,853	58,701	8,21,325	11,488	122,798	13,267	247,762

SUBSIDIARY FORM No. II.

ABSTRACT RETURN BY DISTRICTS OF NATIVE GIRLS' SCHOOLS FOR GENERAL EDUCATION ONLY FOR 1885-86.

Serial Number.	Name of District.	Total Female Population.	Public Institutions. Under Public Management. Managed by Local and Municipal Boards. Number of Schools.	Managed by Local and Municipal Boards. Number of Scholars.	Managed by other Depts. of Govt., or in other ways. Number of Schools	Managed by other Depts. of Govt., or in other ways. Number of Scholars.	Under Private Management. Aided. Number of Schools.	Aided. Number of Scholars.	Unaided. Number of Schools.	Unaided. Number of Scholars.	Scholars in Public Institutions. In High Depart.	In Middle Depart.	In Upper Primary Department.	In Lower Primary Department.	Passes in Public Institutions. In High Depart.	In Middle Depart.	In Upper Primary Department.	In Lower Primary Department.	Expenditure on Public Institutions. Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Private Institutions. Number of Schools.	Number of Scholars.	Total number of Schools.	Total number of Scholars.
1	Delhi	299,499	3	71	...	...	7	661	...	...	...	...	28	704	...	...	14	21	3,540	192	72	235	...	15,331	19,370	...	...	10	732
2	Gurgáon	302,931	1	22	...	...	1	61	...	...	...	...	...	83	...	...	...	...	600	110	...	...	...	650	1,360	...	...	2	83
3	Karnál	286,450	...	...	...	...	1	54	...	...	...	...	...	54	...	...	...	...	336	...	...	...	...	720	1,056	1	9	2	63
4	Hissár	290,780	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	Rohtak	257,385	1	20	...	...	...	...	...	...	...	...	...	20	...	...	...	...	...	113	12	...	...	...	125	3	42	4	62
6	Umballa	478,991	3	61	...	...	...	...	...	...	...	...	2	59	...	...	...	1	...	144	89	...	...	...	233	2	21	5	82
7	Ludhiána	279,237	18	324	...	...	1	49	...	...	...	1	31	341	...	...	5	28	600	921	1,948	447	...	2,244	6,160	...	...	19	373
8	Simla	15,352	...	...	...	...	2	25	...	...	...	...	...	25	...	...	...	3	110	...	...	...	10	110	230	1	7	3	32
9	Jullundur	358,120	35	1,053	...	...	1	48	...	...	...	3	50	1,048	...	...	4	8	723	2,099	1,540	...	254	400	5,016	14	270	50	1,371
10	Hoshiárpur	419,855	...	...	...	...	1	54	...	...	...	...	...	54	...	...	...	...	168	...	72	...	14	154	408	1	35	2	89
11	Kángra	349,978	5	141	...	...	1	24	...	...	...	...	5	160	...	...	...	7	293	158	150	...	104	101	806	...	...	6	165
12	Amritsar	402,572	1	50	...	...	50	1,525	...	...	4	4	30	1,537	2	1	...	6	7,934	125	2,505	2,005	636	7,003	20,208	13	86	64	1,661
13	Gurdáspur	377,897	3	57	...	...	...	...	1	22	...	...	...	79	...	...	...	...	30	125	105	...	...	10	270	2	12	6	91
14	Siálkot	472,487	31	726	...	...	...	...	...	...	...	...	9	717	...	...	...	12	1,120	2,482	1,455	...	...	...	5,057	5	430	36	1,156
15	Lahore	413,753	5	96	...	...	40	1,151	...	...	...	12	22	1,213	1	2	1	21	7,858	15	712	698	6,148	6,714	22,145	27	341	72	1,588
16	Gujránwála	283,287	8	278	...	...	12	382	...	...	...	...	12	648	...	...	...	...	745	78	671	4	...	2,228	3,726	3	93	23	753
17	Ferozepore	348,914	3	80	1	56	...	...	...	...	...	...	15	121	...	...	2	5	210	264	247	...	143	392	1,256	4	55	8	191
18	Ráwalpindí	371,225	...	...	...	...	29	1,023	...	...	...	...	...	1,023	...	...	...	...	1,448	720	1,020	...	...	2,533	5,721	72	1,453	101	2,476
19	Jhelum	275,025	...	...	...	...	14	677	...	...	...	...	...	677	...	...	...	...	729	540	420	...	851	...	2,540	61	888	75	1,565
20	Gujrát	326,953	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	72	561	72	561
21	Shahpur	199,832	3	102	...	...	...	...	...	...	...	...	...	102	...	...	...	...	...	351	36	...	...	...	387	6	95	9	197
22	Peshawar	263,150	...	...	...	...	2	137	...	...	...	...	4	133	...	...	...	...	660	...	...	1	...	2,250	2,911	5	141	7	278
23	Hazára	188,459	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	155	2,109	155	2,109
24	Kohát	80,171	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	Mooltan	247,447	...	...	...	...	1	50	...	...	...	...	...	50	...	...	...	...	300	...	...	...	...	420	720	14	158	15	208
26	Jhang	180,914	6	215	...	...	...	...	...	...	...	...	...	215	...	...	...	...	...	252	434	...	...	...	686	...	...	6	215
27	Montgomery	193,582	2	46	...	...	...	...	...	...	...	...	7	39	...	...	...	...	...	50	70	...	...	...	120	7	186	9	232
28	Muzaffargarh ...	154,095	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	80	11	80
29	Dera Ismail Khán ...	203,181	1	43	...	...	...	...	...	...	...	...	...	43	...	...	...	...	180	...	60	...	120	...	360	183	1,5 51	184	1,594
30	Dera Ghazi Khán ...	162,679	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	68	18	68
31	Bannú	155,074	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32	401	32	401
	Total	8,640,384	129	3,385	1	56	163	5,921	1	22	4	20	215	9,145	3	3	26	112	27,584	8,739	11,618	3,390	8,280	41,260	1,00,871	712	9,092	1,006	18,476

APPENDIX A.

REPORT ON THE GOVERNMENT COLLEGE, LAHORE, FOR 1885-86.

During the year Dr. C. R. Stülpnagel, Professor, was absent in Europe on three months' privilege leave, and rejoined the Government College on the 9th May 1885. Dr. Stülpnagel was again appointed on the 20th May 1885 to officiate as Inspector of Schools, Lahore Circle, and rejoined the College on the 6th June 1885. Professor Oman was absent on privilege leave from the 9th November and rejoined on the 21st December 1885. Mr. J. M. Ghosh officiated for him from the 17th November 1885. Dr. Leitner obtained privilege leave from the 2nd January 1886. Mr. Dick, who was appointed to officiate for Dr. Leitner, was obliged to obtain sick leave shortly after taking charge of the College, *viz.*, 12th January 1886. Dr. Stülpnagel, therefore, officiated as Principal from the 12th January 1886 to the 5th February 1886, when Dr Leitner resumed charge of his office.

Roll and attendance.

The number of matriculated students on the rolls on the 31st March 1886 was 248 (*vide* margin). The average number on the rolls during the year was 227 and the average daily attendance 195. The corresponding returns for the previous year were 186, 174 and 151. This shows that, notwithstanding the higher rates of fees and the decrease in the number of scholarships, the value of high education is beginning to be appreciated by the public.

1st year class ...	112
2nd „ „ ...	94
3rd „ „ ...	14
4th „ „ ...	25
5th „ „ ...	3
Total ...	248

Scholarships.

The amount spent in scholarships during the year was Rs. 15,263-1-1 as given below :—

	Rs.	A.	P.
Government scholarships	8,781	0	0
University	3,392	0	0
Municipal „	2,231	4	0
District fund „	357	1	0
Endowment fund „	501	12	1
Total ...	15,263	1	1

From these figures, it will be seen that the amount spent in scholarships by Government, University, and Endowment funds, is decreased ; while the amount spent by Municipal and District funds exceeds that of the previous year. The previous year's expenditure on scholarships was Rs. 16,160-5-0 as given below :—

	Rs.	A.	P.
Government scholarships	10,892	0	2
University „ ...	3,428	4	4
Municipal „	1,185	11	6
Endowment „	511	5	0
District fund „	143	0	0
Total ...	16,160	5	0

The following Municipalities and Districts have contributed the amount noted opposite their names for scholarships to students in the College. The Amritsar Municipality is again conspicuous for its liberality in this respect, having given 84 per cent. of the contributions received from Municipalities ; its present contribution is at the rate of Rs. 210 per mensem.

Amount contributed by various Municipalities in Scholarships during the year.

	Rs.	A.	P.
Amritsar Municipality	1,873	14	0
Gujrát „	30	0	0
Montgomery „	72	0	0
Jhang „ ...	25	0	0
Hoshiárpur „ ...	96	0	0
Siálkot „ ...	80	0	0
Rewári „	54	6	0
Total ...	2,231	4	0

Appendix A.

Government College, Lahore.

Amount contributed by various Districts during the year.

	Rs.	A.	P.
Montgomery District...	36	0	0
Sirsa „	50	0	0
Siálkot „	120	0	0
Gujrát „	108	0	0
Kohát „	43	1	0
Total ...	357	1	0

The number of students attending the institution without scholarships on 31st March 1886 was 139, as against 78 during the last year; the increase being the more satisfactory, as the number of scholarship-holders, which is 109 in all, is less than the number of students who pay for their education.

Fees.

There has been a considerable increase in the *Fees*, which amounted to Rs. 6,212 against Rs. 3,716-8-0 in the previous year, although two classes (*viz.*, II and IV) retained during the year the old rates of fees, which will henceforth be discontinued. The fees must be still further increased during the next year, unless the students join the newly-opened College classes at the Lahore Mission School and Amritsar C. M. S. College in large numbers.

Examination results of 1885.

The examination results for the year have already been reported on. They may, however, be briefly alluded to in this place.

In the Intermediate Examination, 1885, we sent up 46 students, of whom 4 absented themselves from the examination. Out of the remaining 42, 19 passed, against 26 out of 47 in 1884.

The failures in the examination were as below :—

English	2	out of	42
Sanskrit	3	„	8
Persian	0	„	36
Arabic	0	„	4
Mathematics...	17	„	42
History	0	„	2
Philosophy	14	„	41
Physical Science	13	„	23

The result is not so satisfactory as that of the previous year.

For the B. A. Examination, 13 students were sent up, of whom 8 passed, against 6 out of 11 in the previous year. This is satisfactory as compared with the last year. The failures in this examination were as below :—

English	3	out of	13
Sanskrit	0	„	5
Arabic (Not taken up by any candidate.)			
Persian	2	„	8
Mathematics...	2	„	4
History	0	„	5
Science	0	„	5
Philosophy	5	„	9

The best result is that for the M. A. Examination, where all the four that we sent up for the examination passed, *viz.*, 2 in History, 1 in English and 1 in Science.

For further details of the examination results, I beg to refer you to this office No. 71 of 10th August 1885, giving cover to a report on the result of examinations held in May 1885.

Examination results of 1886.

I add here, in addition to the above, results of examinations held in May 1885, the results of examinations held in April 1886, as directed in Director's No. 1466, dated 23rd July 1885. Of course, they are only briefly noticed in this annual report, but their detailed account will be found in a separate report, which will be forwarded as usual for submission to Government as soon as the reports of the various Professors are received on the failures in their subjects. Many of the failures will be found to be due to irregularity in attendance owing to ill-health or other causes. The numbers appearing at the various examinations are about double what they were in 1885.

For the Intermediate Examination 92 students (of whom 2 were expelled for using unfair means and 1 absented himself from the examination) were sent up, of whom 40 passed: 1 in the 1st division, 21 in the 2nd division, and 18 in the 3rd division. The highest places were chiefly taken by the students of this College.

Appendix A.

Government College, Lahore

The failures were as below :—

English	87	out of	92
Arabic	2	„	16
Sanskrit	1	„	17
Persian	11	„	76
Mathematics...	29	„	92
Philosophy	24	„	79
Science	14	„	39
History	2	„	15

Two students appeared for the Calcutta First Arts Examination, and failed.

For the B. A. Examination, 26 students appeared, of whom 12 passed, 2 in the 1st division, 4 in the 2nd division and 6 in the 3rd division. The failures were as below :—

English	11	out of	26
Arabic	0	„	1
Sanskrit	2	„	7
Persian	2	„	17
Mathematics...	4	„	14
(12 took up A Course and 2 B Course.)			
Philosophy	3	„	11
Science	0	„	6
History and Political Economy ...	4	„	9

For the M. A. Examination, 4 candidates were sent up, of whom 2 passed, 1 in Science and 1 in Philosophy in the 1st and 2nd divisions respectively. The two others who took up History failed.

Classification of scholars and their Oriental readings.

Of the students now on the rolls of the College, 174 are Hindús, 50 Muhammadans, 23 Sikhs and 1 Native Christian. One hundred and eighty-seven students of the various classes read Persian, 1 Arabic, 21 both Arabic and Persian, 33 Sanskrit and 3 both Sanskrit and Persian. Maulví Muhammad Husain, late of the Government College, but now transferred to the Oriental College from October 1884, has been away during the year on furlough, and the classes have therefore been entirely taught by the Oriental College teachers. The results of two years show that these classes have received efficient instruction in the Oriental College, where more satisfactory arrangements are made for their instruction than were possible with the more limited staff of the Government College.

Library.

Under this head, there is nothing worthy of note; but I venture to repeat an old application that a certain sum may be placed at the disposal of the Principal in order to enable him to order such books direct from England as may be required in the College Library. This proposal has been repeatedly urged by various incumbents of the Principalship of the Lahore Government College.

Boarding-house.

Seventy students reside in the boarding-house, and their health and conduct have been good throughout the year.

Debating and Cricket Clubs.

The College Debating Club held no meetings during the year, but a debating club has been started by students resident in the boarding-house. Cricket was played with great activity as usual.

Service of the Staff.

In conclusion, I beg to report that the staff worked well during the year. It was temporarily strengthened by the employment of Assistant Professors of the Oriental College (Mián Imám Alí, B.A., and Lálá Níhál Chand, B.A.), Bhái Gurmukh Singh and Lálá Gúrú Dat, B.A., immediately on the re-opening of the College after the summer vacation, owing to the influx of large numbers of students into the 1st year class, which it was impossible to control and teach efficiently without dividing it into two sections. Since then permanent additional Assistant Professors, Mr. Godak Nath Chatterjí, Lálá Ruchí Rám and Lálá Jíyá Rám (the two latter have not been able to join the College, and Gurú Dat officiates for Ruchí Rám and Mián Imám Alí for Lála Jíya Rám), have been appointed in order to instruct the sections of the new 2nd and 1st year classes. It is, however, doubtful whether the 1st year class will be as large during the coming year, owing to the opening of College classes in connexion with the Mission schools at Lahore and Amritsar. The number of new students may possibly be so reduced on account of this, that the necessity for employing the three Assistant Professors recently sanctioned may have to be reconsidered.

T. C. LEWIS,

Offg. Principal, Government College, Lahore.

APPENDIX B.

REPORT ON THE ST. STEPHEN'S MISSION COLLEGE DELHI FOR 1885-86.

Staff.

The only change in the Teaching Staff took place in July 1885, consequent on the resignation of Bábú Nrityá Gopál Bose, Professor of Science. Bábú Púran Chandra Mukarjí, M.A., of Muir College, Alláhábád, was appointed in his place. I find him a most efficient worker.

Roll and attendance.

The number of students on the rolls on March 31st, 1886, was :—

1st year	(Intermediate)	25	...	16	Number on rolls March 31st, 1885.
2nd ,,	(Ditto.)	19	...	16	
3rd ,,	(B. A.)	6	...	4	
4th ,,	(Do.)	5	...	3	
		55	...	39	

It will be seen that there has been an increase of 16 during the year under report.

The average attendance was 53.

Race of students.

The following table shows the proportion of students according to religion :—

Christians	3
Hindús	46
Muhammadans	6

Accommodation.

I mentioned last year that though we had rented the building opposite the one then rented, we were still very inadequately provided with suitable accommodation. Since that time an offer made by the Mission to purchase the Civil Hospital for the sum of Rs. 35,000 has been sent up to Government, with the strong recommendation of both the Commissioner and Deputy Commissioner. This was some six months ago. No reply has yet been received from Government. I wish to point out that this delay is causing us great inconvenience in two ways (*a*) because until we have a definite reply, we cannot begin to collect funds, and it will require a considerable time to raise so large a sum ; (*b*) because in the present state of uncertainty we hesitate to do anything towards improving our present premises, such as may involve at least any outlay. I trust that we shall shortly be relieved from this state of suspense and receive a definite answer to our application.

Fees.

Consequent on the introduction of the new rules for fees, there has been a steady increase as compared with last year. In March 1885 they amounted to Rs. 100-8-0.

This year in the same month they had risen to Rs. 154-8-0. The average monthly expenditure for the year was as nearly as possible Rs. 700.

Passes in examinations.

The following table shows the number of students who went in for the Arts Examination in 1885 :—

Examination.	No. of Students.	Passed Division I.	Passed Division II.	Passed Division III.	Total Passed Students.
Intermediate ...	16	1	5	...	6
B. A.	3	...	...	1	1

Bansgopál, who stood head of the Province in the Intermediate, received the prize of Rs. 20, awarded by Lálá Madan Gopál, M.A., as the most distinguished student of the year in the College.

Appendix B.

St. Stephen's Mission College

Curriculum.

No change has been made in the curriculum. It is much to be desired that our courses may have more fixity and finality about them than is now the case. During the past year, the English and Oriental History courses have been interfered with, and though the changes were in the first and last cases made in the interest of the students, yet the consequence is that there is a constant sense of insecurity. The Persian of the Intermediate was increased last year by a thousand pages solely in consequence of certain internal changes in the Lahore and Oriental Colleges: and the Sanskrit course was also largely added to for the same reason. It did not even occur to the Syndicate that they were legislating for all colleges and students in the Province, and the enhancement of the courses, as being *in themselves* of too easy a standard, was never once pleaded for *on that ground*. Had this plea been urged, it would have been very easily confuted, for the increase has been mainly in quantity, the quality remaining much the same, and the Senate would scarcely have consented to stultify its favourite principle that books are selected to indicate a standard rather than determine exactly how much shall be read. I have dwelt on this to illustrate what I mean above in expressing a wish for more definitiveness in our various courses.

Gifts.

We received from Mr. Macnabb, our late Commissioner, a first rate magic lantern with some excellent slides, to which we are adding some sets of a scientific character to aid the professors in their popular science lectures.

Athletic exercises.

In addition to the various out-door amusements already in vogue, we have been enabled, by the kindness of the Superintendent of Police, to institute drilling, which has been heartily taken up by a certain number of our students, and is likely to produce most beneficial results.

S. S. ALLNUTT,

Principal, St. Stephen's College, Delhi.

APPENDIX C.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY ON THE RESULTS OF THE MIDDLE SCHOOL EXAMINATION OF 1885-86.

No.	Names of Donors.	Nature and Value of Prizes, &c.	Rs.	Conditions of Award.
	LAHORE DISTRICT.			
1	Dewán Manohar Lál, Tahsíldár, Sharakpur.	Cash ...	5	To a student of Sharakpur School who passes the Middle School Examination and stands 1st in his school.
2	Members, Municipal Committee, Sharakpur.	Do. ...	3	To a student of Sharakpur School who passes the Middle School Examination and stands 2nd in order of merit in his school.
3	Do. do. ...	Do. ...	3	To a Hindú student resident of Sharakpur who passes the Middle School Examination.
4	Lambardárs and Zaildárs, Sharakpur.	Do. ...	3	To a Muhammadan student of Sharakpur School who passes the Middle Schools Examination and stands 1st amongst the Muhammadan boys.
5	Members, Municipal Committee, Sharakpur.	Do. ...	2-8	To a Muhammadan student of Sharakpur School who passes the Middle School Examination and stands 2nd in order of merit amongst the Muhammadan students in his school.
6	Lálá Gobind Rám, Secretary, Local Board, Sharakpur.	Do. ...	3	To a Hindú student of Sharakpur School who passes the Middle School Examination and stands 1st amongst the Hindú boys (who had passed their Upper Primary School Examination from some other Government School) in his school.
7	Do. do. ...	Do. ...	2-8	To a Hindú student of Sharakpur School who passes the Middle School Examination and stands 2nd amongst the Hindú boys (who had passed their Upper Primary School Examination from some other Government School) in his school.
8	Dr. Amír Alí Shah, Hospital Assistant, Sharakpur.	Do. ...	2	To a student of Sharakpur School who passes the Middle School Examination and gains the highest number of marks in sanitation in his school.
9	Do. do. ...	Do. ...	1	To a student of Sharakpur School who passes the Middle School Examination and stands last in his school.
	JULLUNDUR DISTRICT.			
10	Sardár Bikramá Singh, Ahlúwália, C.S.I.	Cash ...	10	To a student of the Jullundur Mission School who passes the Middle School Examination and stands 1st in History in his school.
11	Do. do. ...	Do. ...	10	To a student of the Jullundur Government Aided School who passes the Middle School Examination and stands 1st in English in his school.
12	Mían Rahím Bakhsh, Raís, Jullundur.	Silver Medal.	10	To a successful student who stands 1st in English among the Muhammadan boys in Jullundur District.
13	Maulaví Mohamed Yúsaf 'Alí, District Inspector of Schools, Jullundur.	Cash ...	10	To a student who passes the Middle School Examination and obtains the highest number of marks in aggregate among the Vernacular Schools in the Province.
14	Ráe Sáligrám, Honorary Magistrate, Jullundur.	Do. ...	2	To a student of the Government Aided School, Jullundur, who passes the Middle School Examination and stands 1st in English in his school.

Appendix C.

Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*concluded.*

No.	Names of Donors.	Nature and Value of Prizes, &c.	Rs.	Conditions of Award.
15	Ráo Sáligrám, Honorary Magistrate, Jullundur.	Cash	2	To a student of the Mission School, Jullundur, who passes the Middle School Examination andstands 1st in Persian in his school.
16	Do. do.	Do.	1	Do. Do Do. in English.
17	Sodhí Mehr Singh, President, Local Board, Nawashahr.	Do.	10	To a student of Pharála School who passes the Middle School Examination and stands 1st in his school.
18	Chowdhrí Hírá Mal, Zaildár and Member, Local Board, Nawáshahr.	Do.	5	To a student of Bangah School who passes the Middle School Examination and stands 1st in his school.
19	Bábú Chuhar Singh, Head Master, Kartárpur School.	Do. ...	5	To a student of Kartárpur School who passes the Middle School Examination and stands 1st in his school.
20	Saíyid Abid Husain, Tahsildár, Phillour.	Do. .	5	To a student of Phillour School who passes the Middle School Examination and gains the highest number of marks in Urdú Caligraphy in his school.
21	Sardár Harnám Singh of Maron.	Do. ...	5	Do. do. do. do.
22	Chowdhrí Ghulám Nabí, President, Local Board, Phillour.	Do. .	5	To a student of Phillour school who passes the Middle School Examination and stands 1st in his school.
23	Chowdhrí Nihál Singh, Member, Local Board, Phillour.	Do. .	5	To a student of Phillour School who passes the Middle School Examination and stands 1st in Urdú Caligraphy.
	DERA GHÁZÍ KHÁN DISTRICT.			
24	Nawáb Imám Bakhsh Khán, Tumandár, Muzárián.	Do. .	15	To the best pass in Rojhán School.
25	Sardár Bahadur Khan, Tumandar, Khosa.	Do.	2	Do. in D. G. Khán District School.
26	Sardár Jaláb Khán, Tumandar, Gurchani.	Do. .	5	Do. in Jámpur School.
27	Sardár Fazúl Khán, Tumandár, Kasraní.	Do. .	4	Do. in Towsa do.
28	Members of the Dájil Municipal Committee.	Do. .	10-4	To all who pass from Dájil School.
	HISSÁR DISTRICT.			
29	Municipal Committee, Bhiwání.	Watch	20	To a student of Third Class Middle School of Bhiwání District School who passes the Middle School Examination and stands 1st in his school.
	DELHI DISTRICT.			
30	Bholá Náth, Head Master, Anglo-Sanskrit School, Delhi.	Do.	10	To best pass girl in the Punjab.
31	Saíyid Wazír Alí Shah, Mír Munshí, Nábha State.	Silver Medal.	10	To a student of the Delhi Anglo-Sanskrit School who passes the Middle School Examination and gains the highest number of marks in aggregate, taking Sanskrit as one of his subjects.

F. DEH. LARPENT,

Registrar, Punjab University.

Appendix D.

Statistics of Education for Certain Native States

APPENDIX D.

STATISTICS OF EDUCATION FOR CERTAIN NATIVE STATES.

FORM No. I.

RETURN OF PUBLIC COLLEGES, SCHOOLS AND SCHOLARS IN CERTAIN NATIVE STATES FOR THE YEAR 1885-86.

		High and Middle Schools. For boys. English.	High and Middle Schools. For boys. Vernacular.	Primary Schools. For Boys.	Primary Schools. For Girls.	Special Schools. Industrial.	Special Schools. Others.	Total. Boys.	Total. Girls.	Total. Boys and Girls.	Total population of State.
1		2	3	4	5	6	7	8	9	10	11
Number of Institutions.	Bahâwalpur	6	1	36	1	1	9	53	1	54	...
	Jind	1	...	4	...	...	6	11	..	11	...
	Kapûrthala	1	4	30	...	...	...	35	...	35	...
	Total	8	5	70	1	1	15	99	1	100	...
Number of Scholars on the Rolls on 31st March who were: Hindûs	Bahâwalpur	309	12	320	...	...	66	707	...	707	91,272
	Jind	44	..	152	...	...	111	307	...	307	210,627
	Kapûrthala	355	257	477	...	...	.	1,089	.	1,089	82,900
	Faridkot	...	...	...	...	...	.	..	...	...	27,463
	Total	708	269	949	..	...	177	2,103	..	2,103	412,262
Sikhs	Bahâwalpur	25	..	.	...	...		25		25	1,678
	Jind	7	..	4	...	...	8	19	.	19	4,335
	Kapûrthala	58	36	135	...	...	..	229	..	229	26,493
	Faridkot	..	..	...	...	...	..	..	...	...	40,187
	Total	90	36	139	.	...	8	273	.	273	72,693
Muhammadans.	Bahâwalpur	262	37	915	20	30	79	1,323	20	1,343	480,274
	Jind	11	..	7	..	..		18	.	18	34,247
	Kapûrthala	107	155	643	..	..	.	905	.	905	142,974
	Faridkot	..	...	...	.	..	...	...	...	...	29,035
	Total	380	192	1,565	20	30	79	2,246	20	2,266	686,530
Other Religions.	Bahâwalpur	1	...	.	..	...	...	1	...	1	270
	Jind	...	..	.	..	...	...		.	..	653
	Kapûrthala	...	...	..	..	...	...	..	...	...	250
	Faridkot	..	...	...	...	..	...	...	...	...	349
	Total	1	...	..	...	...	..	1	..	1	1,522
Total ...	Bahâwalpur	597	49	1,235	20	30	145	2,056	20	2,076	573,494
	Jind	62	...	163	.	..	119	344	.	344	249,862
	Kapûrthala	520	448	1,255	...	...	...	2,223	.	2,223	252,617
	Faridkot	...	...	..	...	...	...	.	...	.	97,034
	Total	1,179	497	2,653	20	30	264	4,623	20	4,643	1,173,007
Numbers who were Learning: English	Bahâwalpur	302	.	...	...	...	...	302	...	302	..
	Jind	15		...	...	...	..	15	.	15	...
	Kapûrthala	230	79	...	...	...	...	309	...	309	...
	Total	547	79	...	...	...	...	626	...	626	..
Arabic, Persian and Sanskrit.	Bahâwalpur	418	14	443	...	...	79	954	...	954	...
	Jind	28	..	46	..	...	24	98	...	98	..
	Kapûrthala	48	39	..	.	.	...	87	.	87	...
	Total	494	53	489	...	...	103	1,139	.	1,139	.
A Vernacular language.	Bahâwalpur	533	49	1,241	20	30	79	1,932	20	1,952	..
	Jind	62	..	163		...	119	344	.	344	...
	Kapûrthala	242	330	1,255		..	...	1,827	..	827	...
	Total	837	379	2,659	20	30	198	4,103	20	4,123	...

[1] Including the Sanskrit and Gurmukhî Students, who are excluded from Form No. II.

Sanskrit ...	87
Gurmukhî ...	25
Total	112

Appendix D.

Statistics of Education for Certain Native States.

FORM No. II.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS IN CERTAIN NATIVE STATES ON 31ST MARCH 1886.

		Number of Schools.	Number of Scholars on 31st March 1886.	High Department.		Middle Department.		Upper Primary Department.		Lower Primary Department.					Total.		
										Reading printed books.			Not reading printed books.				
				Boys.	Total.	Boys.	Total.	Boys.	Total.	Boys.	Girls.	Total.	Boys.	Total.	Boys.	Girls.	Total.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
HIGH AND MIDDLE SCHOOLS. English. Boys.	Baháwalpur ...	6	597	62	62	535	535	...	...	...	...	...	...	...	597	...	597
	Jínd	1	62	...	...	3	3	12	12	29	...	29	18	18	62	...	62
	Kapúrthala ...	1	447	29	29	124	124	94	94	200	...	200	...	...	447	...	447
	Farídkot ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	8	1,106	91	91	662	662	106	106	229	...	229	18	18	1,106	...	1,106
HIGH AND MIDDLE SCHOOLS. Vernacular. Boys.	Baháwalpur ...	1	49	...	...	49	49	...	...	...	...	...	...	...	49	...	49
	Jínd	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kapúrthala ...	4	409	...	...	68	68	103	103	238	...	238	...	...	409	...	409
	Farídkot ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	5	458	...	...	117	117	103	103	238	...	238	...	...	458	...	458
PRIMARY SCHOOLS FOR																	
Boys ...	Baháwalpur ...	36	1,235	...	...	...	...	...	...	1,235	...	1,235	...	...	1,235	...	1,235
	Jínd	4	163	...	...	...	...	10	10	62	...	62	91	91	163	...	163
	Kapúrthala ...	30	1,255	...	...	...	...	223	223	1,032	...	1,032	...	...	1,255	...	1,255
	Farídkot ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	70	2,653	...	...	...	...	233	233	2,329	...	2,329	91	91	2,653	...	2,653
Girls ...	Baháwalpur ...	1	20	...	...	...	...	...	...	...	20	20	...	...	...	20	20
	Other States ...		*Nil*				*Nil*					*Nil*			*Nil*		
Total Primary Schools.	Baháwalpur ...	37	1,255	...	...	...	...	...	...	1,235	20	1,255	...	...	1,235	20	1,255
	Jínd	4	163	...	...	...	...	10	10	62	...	62	91	91	163	...	163
	Kapúrthala ...	30	1,255	...	...	...	...	223	223	1,032	...	1,032	...	...	1,255	...	1,255
	Farídkot ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	71	2,673	...	...	...	...	233	233	2,329	20	2,349	91	91	2,653	20	2,673
Grand Total ...	Baháwalpur ...	44	1,901	62	62	584	584	...	...	1,235	20	1,255	...	...	1,881	20	1,901
	Jínd	5	225	...	...	3	3	22	22	91	...	91	109	109	225	...	225
	Kapúrthala ...	35	2,111	29	29	192	192	420	420	1,470	...	1,470	...	...	2,111	...	2,111
	Farídkot ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	84	4,237	91	91	779	779	442	442	2,796	20	2,816	109	109	4,217	20	4,237

* Excluding the Sanskrit and Gurmukhí Students:—

Sanskrit	87
Gurmukhí	25
Total ...	112

Appendix D.

Statistics of Education for Certain Native States.

FORM No. III.

RETURN OF INDIGENOUS SCHOOLS OF CERTAIN NATIVE STATES FOR THE YEAR 1885-86.

			Advanced Schools Teaching		Elementary.			Remarks.
			Arabic or Persian.	Sanskrit.	For boys.	Total.	No. of girls in boys' schools.	
1			2	3	4	5	6	7
No. of Institutions		Baháwalpur ...	82	18	255	355	...	
		Jínd	...	...	4	4	...	
		Kapúrthala ...	6	...	(a) 180	186	55	(a) Includes 3 schools for girls.
		Farídkot ...	2	1	...	3	...	
		Total ...	90	19	439	548	55	
No. of Scholars on the Rolls on 31st March who were	Hindús ...	Baháwalpur ...	27	122	315	464	7	
		Jínd	...	...	48	48	...	
		Kapúrthala ...	19	...	288	307	...	
		Farídkot ...	56	40	...	96	...	
		Total ...	102	162	651	915	7	
	Sikhs	Baháwalpur ...	4	16	...	20	...	
		Jínd	...	...	6	6	...	
		Kapúrthala ...	...	...	62	62	...	
		Farídkot ...	49	...	...	49	...	
		Total ...	53	16	68	137	...	
	Muhammadans	Baháwalpur ...	511	...	1,688	2,199	297	
		Jínd	...	...	22	22	...	
		Kapúrthala ...	31	...	(b) 1,039	1,070	55	(b) Includes 19 girls in 3 institutions for girls.
		Fardíkot ...	22	...	...	22	...	
		Total ...	564	...	2,749	3,313	352	
	Total ...	Baháwalpur ...	542	138	2,003	2,683	304	
		Jínd	...	...	76	76	...	
		Kapúrthala ...	50	...	(b) 1,389	1,439	55	
		Farídkot ...	127	40	...	167	...	
		Total ...	719	178	3,468	4,365	359	
No. who were learning	Arabic, Persian or Sanskrit.	Baháwalpur ...	542	138	2,003	2,683	304	
		Jínd	...	...	68	68	...	
		Kapúrthala ...	*40	...	(b) 1,151	(c) 1,191	55	(c) Arabic and Persian 53 ,, only ... 903 Persian only ... 170 Sanskrit only ... 65 1,191
		Farídkot ...	127	40	...	167	...	
		Total ...	709	178	3,222	4,109	359	
	A Vernacular language.	Baháwalpur ...	...	...	...	...	...	
		Jínd	...	...	12	12	...	
		Kapúrthala ...	...	...	238	238	...	
		Farídkot ...	...	...	...	...	...	
		Total ...	...	...	250	250	...	

* 10. Learning English besides.

APPENDIX E.

REPORT ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR 1885-86.

1. I took over charge of this institution in October 1885, and it therefore falls to me to notice the results of the Training College examinations held in July 1885. They are as under :—

Class.	No.	Passed.		Failed.
		First Grade.	Second Grade	
English { a. Senior ...	13	10	3	...
English { b. Junior ...	8	1	7	...
Vernacular.—Senior ...	31	1	22	8 (3 of whom failed finally.)
	52	12	32	8

2. My remarks upon, and conclusions from, these results are as follows :—

(a) *Senior English Class.*—The results here are excellent, and bear testimony to the thorough work of my lamented predecessor, who continued to the last to take an eager and helpful interest in the affairs of this College.

(b) *Junior English Class.*—This was the first occasion on which students from this class had appeared for examination, and, while there are no failures, the fact that seven out of eight students passed in the 2nd grade seems to justify the conclusion that the conditions of their work are not so favourable as those of the Senior Class. At present, though these men are intended for English teachers in Primary schools, their work is almost entirely identified with that of the Senior Class. The consequence is that they cannot receive so systematic a training in English as would be possible if the work of the two Classes were differentiated. It is my intention, therefore, to revert more closely to the scheme of work originally laid down for the Junior Class, leaving it to themselves, should they desire to become teachers in Middle Schools, to qualify themselves by passing the Senior examination at a future date.

(c) *Senior Vernacular Class.*—The results here are not so satisfactory, and were almost anticipated by Mr. Dick in his report for 1884-85. That eight men out of thirty-one should fail, and that of those who passed only one should be in the 1st grade, is not a matter for congratulation, especially in a class composed largely of teachers. Mr. Dick's conclusion is "that students do not keep up their studies when they become teachers, and that consequently their intelligence deteriorates" This is undoubtedly the case ; no man is more apt to lose his freshness of mind and to become a mere slave of routine than the ordinary teacher, especially in the absence of any means for mutual discussion or for frequent consultation with the inspecting officer. Another conclusion I would draw from the results in the Senior Vernacular Class, and from my experience of all the classes, is that there is still great need for discretion in the choice of those teachers sent in from the districts for training. They should be such as are likely to profit by a short course of training : it is absurd to send in (as was done this year) a man of the mature age of 42 years.

Appendix E.

Report on the Central Training College.

3. It is satisfactory to note that all the students (with one exception) of the English classes who were available for employment succeeded in finding something to do. I trust that the desire on the part of Managers of schools to obtain the services of trained men will become more and more general. Already seven of the students of the present session have obtained employment on good pay (averaging about Rs. 60); but they have been allowed to join their posts only on the distinct understanding that they will present themselves at the Certificate Examination to be held in July 1886. In this way those who have accepted our scholarships are made to feel that they have by so doing placed themselves under obligations to the Department. No student has left during the session without my permission.

4. The numbers at present on the rolls are as under :—

Class.		Students.	Teachers.	Total.
English	Senior	15	7	22
	Junior	14	...	14
Vernacular	... .	7	26	33
		36	33	69

In selecting men for admission I did as had been done in former years, by choosing those men who had stood highest in University or other examinations ; but I do not think that this principle of selection is the best. For I found that very few of the men thus chosen had any intention of fitting themselves for future work as teachers, and that they were mostly either those who had previously attended examinations in Engineering, in Law, in Medicine, &c., and were awaiting the result, or those who had failed in the University examinations and were in sore need of a scholarship to support them until the University examinations came round again. The consequence is that the best men are just those who are most likely to leave and the others are anxious to succeed, not in the Training College examination, but in the University examinations.

For the coming session there are already so many applications that I shall endeavour to fill the classes only with those who are prepared to make an agreement to remain under instruction during the whole of the session. For it is right that scholarships given at an institution for *special* training should be regarded not as gifts but as loans to be repaid through the medium of the trained services of the recipients.

I do not think, however, that it is desirable to discourage failed men from entering the Training College ; they may, if they choose, work sufficiently well with both ends in view, and this year five students passed the F. A. Examination, and one the B A. Examination, while one Vernacular student passed the Munshí Fázil. Their preparation for these examinations must re-act beneficially on their work as teachers, and it enables the Department to secure the services of a larger number of graduates.

5. The Vernacular Class was under the charge of Lála Kanháiya Lál until the end of March. His work in the Training College warrants the expectation of excellent work from him in his new capacity. He is succeeded by Lála Umráo Singh, M.A., an enthusiastic and capable man. The average ability of the present Vernacular Class is similar to that of last year's class, and it cannot be expected that first class men will consider it of much advantage to undergo a course of training, seeing that students of former years have been compelled in some cases to accept posts in Middle schools on salaries as low as Rs. 5 per month.

6. There have been various changes in the Translation Staff during the session, but a large amount of work has been done. My appendix on the work of this department will show that a very small part of its work consists in translation merely : it ought rather to be regarded as a department charged with the preparation of text-books, especially as the Principal of the Training College is now *ex-officio* Secretary to the Text-Book Committee. Lála Jíyá Rám, M.A., assisted by Lála Shiv Diyá, M.A., has worked indefatigably at the new series of District Geographies.

Appendix E

Report on the Central Training College

7. It is a pleasure to report that provision has been made for the supply of a set of gymnastic apparatus, the erection of which is being rapidly proceeded with. This will give our students a better appreciation of the value of physical training, and under a competent instructor they ought themselves to become capable of giving their pupils a simple course of gymnastic exercises.

During the session a weekly meeting of the English classes has been held for the discussion of subjects bearing on the teacher's work. At these meetings I presided, and made it compulsory that all should attend and take an active part.

The Library was increased at the beginning of the session by the gift of a considerable number of books from Mr. Dick, but it is still very deficient in works of reference for the use of the Translation Staff.

In conclusion, I beg to state that I have found my first year's work much more pleasant than I had expected it to be, and that this is owing largely to the kindly advice received in the early part of the session from my lamented predecessor, and to the hearty co-operation of an able staff.

WM. BELL, PRINCIPAL,
Central Training College, Lahore.

Appendix showing the Employments obtained by Students of the English Classes in 1884-85.

Senior Class.—13 men, of whom 8 being teachers, returned to their appointments. The other 5 were :—

Muhammad Ashraf, B.A.—Rs. 100, Head Master, Egerton School, Bahâwalpur.

Harnám Das, F.A.—Rs. 35 ; Head Master, Primary School, Ferozepore.

Panná Lál, Failed F. A.—Rs. 25, District School, Delhi.

And 2 who joined the Government College.

Junior Class.—8 men, of whom 7 got posts as follow :—

Bishan Dás, Rs. 20—Officiating Head Master, Primary School, Ferozepore.

Bálmokand—Rs. 15, Secretariat Office.

Rámjí Lál—Rs. 20, Officiating Headmaster, Primary School, Bhiwáni.

Chatr Singh, Rs. 20—Laboratory Assistant and Clerk, Central Training College.

Ruknuddín, Rs. 20—Private tutor.

Belí Rám—Rs. 35, Teacher, Nahán State.

Ahmadulá—Rs. 25, Officiating Mathematical Teacher, Amritsar, District School.

APPENDIX F.

REPORT ON THE MAYO SCHOOL OF ART, LAHORE, FOR 1885-86.

I have the honour to submit a brief report of the working of the Mayo School of Art for the year 1885-86.

1. The number of names on the school roll on the 31st March was 70, and the average daily attendance was 51. This is a decrease of 15 from the numbers of the previous year; to be accounted for mainly by the number of those who have left the school.

The Colonial and Indian Exhibition.

2. In last year's report I mentioned the fact that preparations for the Colonial and Indian Exhibition had absorbed much of my time. During the best working time of the year under report, it seemed as if everything must give way to the urgency of receiving, classifying, labelling cataloguing, packing and despatching the collection of articles, which fill the Punjab Court. But the staff of the school threw themselves so earnestly into the work that not only were the contents of the largest court in the Exhibition among the first to arrive in London, but the actual work of the school in all that concerns routine elementary instruction, the point in which I expected we should to some extent fail, was carried out with but little interruption to the regularity and continuity essential in all teaching. This was due to the exertions of Dhanpat Rái, the Registrar of the school, Mr. Pinto, Modelling Teacher, and Shér Muhammad and Ram Singh, Assistant Teachers. The brunt of the Exhibition work in its many business details fell on Dhanpat Rái.

As the Exhibition was intended to show the actual state of the art and industry of the Province, no especial effort was made to represent the School of Art as a separate institution on this occasion. But Her Majesty's Royal Commissioners, through Mr. C. Purdon Clarke, found it convenient to place some commissions in our hands for execution. The most important of these was the screen work in carved wood which served as a façade to the Punjab Court. Two hundred and fifty feet of elaborately carved wood-work had to be prepared in a very short time, and it was necessary to contrive designs that could be given out to groups of workmen in different places. Rám Singh, Assistant Master, did the greater part of these designs, assisted by younger carpenter draughtsmen. Two of these undertook the execution of small portions, but the greater part was made by outside workmen at Lahore, Amritsar and Udoki. The cost of the whole amounted to Rs. 3,928. The published criticism on the completed work in the *Times*, *Graphic* and other journals has been always eulogistic. In addition to this, designs were made for special articles of Koft work, executed at Siálkot and Gujrát, for the Royal Commissioners at a cost of Rs. 550. We also devised the arrangement of the cotton print hangings of unusual style and design for the vestibule of the Exhibition, executed at Kot Kamália at a cost of Rs. 355. Another commission was the preparation of a series of full-sized *fac-simile* coloured drawings of the inlaid marble decoration of the *Hammam* at the Dehli Fort and of the fresco decorations of Wazír Khan's Mosque, Lahore, at a cost of Rs. 110. As these drawings reproduced a large portion of the floor and wall surface of the *Hammam*, they covered a considerable area.

To workmen engaged on special objects for the Exhibition we supplied rough sketches and suggestions, notably to the ivory inlayers of Hoshiárpur, the wood carvers of Chíniot and metal workers at Amritsar. Articles in carved and inlaid work in wood, to the value of Rs 280, were contributed by four of the learners in cabinet making, wrought in their leisure and purchased in one case by Mr. Purdon Clarke; and Mr. Pinto, the Modelling Teacher, sent six life-size portrait busts and nine characteristic figurines in terra-cotta, while the Principal also sent two portrait busts. The Municipality of Lahore purchased and contributed coloured architectural drawings, the work of the leisure of some of the students. It will be seen that, though the curious prejudices of the South Kensington authorities against Indian Schools of Art were respected, the Lahore school, both as regards its own actual work and its connection with the best artizans of the Province, was after all very fairly represented.

Appendix F.

Report on the Mayo School of Art.

There were times when all available hands were set to packing and other work connected with the despatch of the Punjab collection, while some of the Senior students, who were particularly handy, had to be kept the greater part of the time at this work. All wrought with a will, and the Executive of the Exhibition in England have formally acknowledged the promptitude and "clock-work regularity" with which the consignments were forwarded and the good order in which they arrived.

School teaching; Geometry, &c.

3. As to school teaching, the most notable point was the grounding in practical geometry which the students received. Shér Muhammad, Assistant Teacher, allowed nothing to interfere with this class, which included those who were most capable of following the course (about 20), and took them through the whole of Burchett's Practical Geometry, the South Kensington text-book on the subject. Most youths of the carpenter caste have already a rule of thumb knowledge of Geometry (which, however, is apt to fail precisely where it begins to be useful), and all seemed to find it a congenial subject.

The demonstrations of this course of instruction were given in the vernacular, and it was a matter of some interest to me to learn exactly how geometrical terms were rendered so as to be intelligible to youths of a low average of education, but of considerable intelligence. With a view also to the preparation of a vernacular version for the use of learners at home and in other schools, the lessons were worth consideration. In consequence of the want of known terms in Urdú, Arabic is generally employed. But the Sikh frequently has a smattering of English technical terms which he prefers, and I conclude that an elementary lesson book of geometry suitable to artizans would be somewhat piebald in its language, and useful in proportion to the number of English words introduced.

Some progress was made in the preparation of elementary free-hand drawing copies, suitable for Indian youths and based upon the Ornamental forms peculiar to Indian Art. A first book of 16 examples of conventional Indian flower forms in outline is ready to be lithographed, and others are in preparation. These will be useful, not only for this institution, but as elementary lessons for other schools.

Carpentry, &c.

4. On the carpentry side of the school, Rám Singh, Assistant Teacher, successfully led a class engaged for a part of each day in architectural and constructional design and for the rest of their time in woodwork. Several of these are young boys who are taught reading, writing and arithmetic for two hours every morning. These are chiefly the sons of artizans brought for admission by their fathers and generally taken away when they are old enough to make a substantial addition to the family earnings; frequently finding employment in the Railway workshops. I regret a certain irregularity in the coming and going of these boys, but it seems an unavoidable part of the lives and habits of artizans; and I am loth to put any check on a privilege which is prized by their parents. Some of our best students, it is only fair to say, have come from this class.

Modelling class.

5. In the modelling class, Mr. Pinto has wrought conscientiously and well, but the ancient Muhammadan prescription against plastic representation has still more force than is generally believed. The absence of relief decoration in public buildings is also a check to the popularity of the class.

Municipality and District Fund students.

6. The following Municipalities and District Boards provide stipends for the maintenance of youths sent by them for instruction:—Amritsar Municipality, 2 students, Rs. 10 and Rs. 5 per mensem; Kasur, 2 at Rs. 5 each; Jhang, 1 at Rs 5; Gujránwálá, 1 at Rs. 5; Siálkot District Board, 1 at Rs. 5; and the Nabha State, 2 at Rs. 11 each.

Left School.

7. During the year the following advanced students left the school. I detail their employment in order to give an idea of the use to which the students are enabled to turn their acquirements.

1. Maulá Bakhsh, Muhammadan mistry, wood carver and draughtsman, was engaged by Sir Oliver St. John, K.C.S.I., Resident in Kashmír, to design and superintend the execution of ornamental details in new buildings for the Kashmír State.
2. Aiyír Bakhsh, Muhammadan draughtsman, decorative painter, one of the most skilful men in his line we had, was engaged as Head Teacher of drawing, &c., in the new Municipal Artizan's Training School in Amritsar.

Appendix F

Report on the Mayo School of Art.

3. Ala'-ud-dín, Muhammadan draughtsman, engaged as draughtsman to the Archæological Surveyor to Government, Punjab.
4. Ghu'ám Muhammad, Muhammmadan draughtsman, also engaged by the Archæological Surveyor.
5. Gurdit Singh, Sikh carpenter, wood carver and draughtsman, engaged by the Executive Engineer to the Kashmír State, Murree Road.

These men are in the receipt of good salaries. I have seen some of their work since they left, and from the reports I hear I believe they will do credit to their training. In addition to these, 10 younger men who cannot be considered as finished craftsmen, but who have been for some time under instruction, have left. These boys have mostly found employment as carpenters and carriage painters at from Rs. 8 to Rs. 20 per month. Some of them, after a little time, will probably ask to be allowed to return. Two stipendiary students (from Gujrát and Jullundur) also left during the year.

Work of the year.

8. The *Journal of Indian Art* has passed from my hands into those of Sir George Birdwood, and the present series of monthly issues will be devoted to the illustration of objects in the Indian Courts of the Colonial and Indian Exhibition. We have, therefore, done but little for it in the way of illustrations during the year under report.

The colored decoration of the Patiála State Railway Refreshment Room was entrusted to us by Mr. Wrench, C.E., and executed to his entire satisfaction by a party of students at Patiála.

The competition for a prize offered by the Municipality of Lahore for a design for a Muncipal Hall and offices gave us an opportunity for an attempt at original architectural design. Rám Singh, Assistant Teacher, was the leading hand in this work, and several younger students assisted. But although our set of drawings took a good place in the competition, we did not succeed in carrying off the prize.

For the new Chief Court we designed a somewhat elaborate mantel and fire-place, combining red serpentine marble and grey *Sarakhi* stone in a Saracenic composition. Also a floor of coloured marbles for the waiting-room, and a series of geometric designs for perforated panels. All these are in course of execution.

During the vacation a party of six students led by Sher Muhammad, Assistant Teacher, went to Simla and decorated the new ball-room at "Barnes Court" in oil colour. The general character of the design was Persian, with arabesque ornaments. His Honour the Lieutenant-Governor was pleased to give substantial expression of his approval of their work.

Another holiday task was the preparation by Rám Singh, on indications furnished to him, of a design for a new Municipal Hall and offices at Ferozepore.

To the new Mission Church at Batála we gave a design for a carved wooden pulpit to suit the Oriental character of the building, and devices for the ornamental filling of two arcaded panels with texts, &c.

At the conclusion of the official year our designs offered in competition for the new Punjab Chiefs' School were nearly finished. I anticipate next year's report by saying that this design, though not completely successful, fared better than the device for the Lahore Town Hall, being adjudged to share the prize with a design by Colonel Jacob of Jeypore, a result which those who are acquainted with Colonel Jacob's work must regard as highly satisfactory for the School of Art.

For the festivities at Kapurthala, on the occasion of the marriage of His Highness the Mahárájá, we supplied devices for triumphal arches and other details, and painted a transparency picture of *Rámá* and *Sítá* with *Hanooman* and *Lakhsman* measuring 16 feet by 12 feet.

For the new Cathedral at Allahábád three models of gargoyles to be carved in stone were furnished.

Ladies class.

9. Owing to the upper class room of the School being occupied as a store and packing-room for Exhibition purposes, the class for ladies was not formally held during the past season.

10. I append a statement of such earnings as have accrued to the School during the year.

J. L. KIPLING,

Principal, Mayo School of Art, Lahore.

Appendix F.

Report on the Mayo School of Art.

STATEMENT OF EARNINGS ACCRUED TO THE MAYO SCHOOL OF ART DURING 1885-86.

Receipts.	Amount.			Total.			Expenditure.	Amount.			Total.		
	Rs.	A.	P.	Rs.	A.	P.		Rs.	A.	P.	Rs.	A.	P.
Balance in hand from last year	727	11	4				Expenses on account of colours, brushes, gratuities to the boys, extra carpenters' wages, school kilns for modellor, and other miscellaneous expenses ...	338	6	6	338	6	6
Receipts during the year	1,132	2	6										
Advances recovered.	301	3	9										
				2,161	1	7							
							Balance in hand on 31st March 1886 ...	...	...	...	1,822	11	1
TOTAL				2,161	1	7	TOTAL ...	...	...	...	2,161	1	7

LAHORE,
28th *July* 1886.

J. L. KIPLING,
Principal, Mayo School of Art, Lahore.

APPENDIX G.

Appendix G.

Report on the Government Educational Press and Text Book Department.

REPORT ON THE GOVERNMENT EDUCATIONAL PRESS AND TEXT-BOOK DEPARTMENT.

1. The forms of the returns prescribed by Mr. Ibbetson for showing the working of the Government Educational Press and Text Book Department being found to be complicated, the statements are submitted in a form similar to that heretofore in use.

2. From No. I, Financial Statement, it will be seen that the total receipts from the Treasury on account of establishment, contingencies and payments to private presses amount to Rs. 31,204-0-11, and the value of paper received from the Superintendent of Stationery was Rs. 12,322-3-3; the price of books received from the stock of the late Book Depôt and the Government of the North-Western Provinces, Rs. 3,450-10-6, making a total receipt of Rs, 46,976-14-8, which, added to Rs. 77,858-1-5, the value of tools and plant and of uncompleted work, the amount of miscellaneous outstandings and that due by Messrs. Gillon and Co. on account of the sales of the fourth quarter of the previous year and the value of text-books on commission sale with them at the beginning of the year, amount to Rs. 1,24,835-0-1. Against this the total payments into the Treasury in cash Rs. 28,249-8-5 (including the proceeds of the Press, miscellaneous items and the sums paid by Messrs. Gillon and Co. during the year), added to Rs. 5,316-13-0, the sums adjusted by transfer entry, make up a total payment of Rs. 33,626-5-5, which, added to Rs. 91,343-11-4 the value of stock with Messrs. Gillon and Co. and the amount due by them at the close of the year and miscellaneous outstandings, and value of tools and plant at the end of the year, make up a total of Rs. 1,24,970-0-9, thus showing a profit of Rs. 135-0-8.

3. Return No. II compares the receipts from the Treasury and other sources with the outturn of work. The receipts during the year, including the value of tools and plant, &c., at its beginning, amount to Rs. 70,758-10-8; while the outturn, together with value of the tools and plant, &c., at the close of the year, aggregate Rs. 70,893-11-4. Thus the out-turn exceeds the receipts by Rs. 135-0-8. And if Rs. 1,024-3-6, the cost of electro-plates received from Messrs. Spottiswood and Co. in 1883, but paid for during this year, be deducted from the amount of contingencies as not properly appertaining to the year, the excess of out-turn over receipts would amount to Rs. 1,159-4-2. The profits of the year are not as satisfactory as they were expected, for the reason that the cost of books printed at private presses was larger than that at the Educational Press, as it was considered expedient to give liberal rates at the beginning in order to encourage them to print books in the Departmental style. As competition for obtaining the work of printing books grew keener, a system of inviting tenders was adopted, by which the rates were gradually reduced, until Munshí Guláb Singh of the Mufíd-i-'Am Press, whose work had always been better than that of the other presses, commenced after the close of the year under report to print books at 1,200 pages a rupee including cost of paper, that is 300 pages more than the rate at which the Educational Press turns out books.

Under this arrangement and the other proposals for further reduction of establishment in which only a few hands will be maintained for examining the books, the profits will be larger.

5. Return No. III shows the value of text-books made over to Messrss Gillon and Co. during five quarters, *i.e.*, from 1st January 1885 to 31st March 1886, and the sums paid by them into the Treasury on account of the sales. The net value of books supplied to them is Rs. 93,580-15-2, and that of their sales Rs. 62,463-9-0, of which they paid during the year only Rs. 24,361-2-8, *i.e.*, Rs. 12,606-15-0 on account of their sales for the quarter ending 31st March 1885 and Rs. 11,754-3-8 in part payment of their sales during 1885-86: so that the balance on account of sales due by them on 31st March 1886 was Rs. 38,102-6-10 and the net value of stock in their hands on that date was Rs. 31,117-5-8.

6. Besides text books on commission sale Messrs. Gillon and Co. have two other accounts—

I. Of books, furniture, &c., which they purchased outright.

II. Of Secretariat books which they took over on commission sale from the late Government Book Depôt.

Appendix G.

Report on the Government Educational Press and Text Book Department.

On the first account their purchases amounted to Rs. 10,932-4-11, of which they have paid only Rs. 2,734-4-11, but it was subsequently settled that they are to return the unsold residue.

They took over Secretariat books on commission sale to the value of Rs. 2,123 and have paid Rs. 327-8-0 on account of their sales up to 31st March 1885, after which they have furnished no account.

7. The new books brought out by the Department during the year are—

(1) Risála i Mantiq (Translation of the Logic Primer).
(2) Persian course for Normal Schools.
(3) Do. do. for Training Colleges.
(4) Panjábí edition of Mr. Sime's Arithmetic, Part I.
(5) Ditto ditto Part II.
(6) Hindí edition of Mr. Sime's Arithmetic, Part II.
(7) New Hindí Primer, prepared according to the system followed in the Qáida i Urdú.

8. The following books were printed for other Departments:—

(1) Panjábí translation of Hallen's Cattle Diseases
(2) Qawáid i Patwáríán wa Qánúngoyán.
(3) Hidáyit i hisáb i patwáríán.
(4) Hidáyit i paimáish i Patwáríán.
(5) Turtíb i kághazát i Misl i Bandobast.

The first was printed for the Secretariat Office and the others for the Settlement Department. Colonel Wace expressed very great satisfaction with the printing of the books of his Department.

CHANDRA NATH MITTRA,

Superintendent Government Educational Press.

Appendix G.

Report on the Government Educational Press and Text Book Department.

I.—LIST OF BOOKS TO BE PRINTED AT PRIVATE PRESSES.

Number.	Name of books.	Number of pages.	Annual No. of copies published.	Remarks.
1	Urdú kí dúsrí kitáb	52	20,000	
2	Do. tísrí kitáb	80	15,000	
3	Do. chauthí kitáb	112	10,000	
4	Mubadí ul 'Ulúm	104	5,000	
5	Qisas i Hind, Part I	62	10,000	
6	Do. Part II	192	10,000	
7	Qawáid i Urdú	82	10,000	
8	Gulistán ke pahle do báb ka intikháb	70	10,000	
9	Masdar i Fuyúz	136	10,000	
10	Guldasta i Dánish	174	5,000	
11	Fársí kí pahlí kitáb	34	15,000	
12	Do dúsrí kitáb	48	10,000	
13	Píráya i Khirad	282	5,000	
14	Sarmáya i Khirad	292	5,000	
15	Ganjína i Khirad	340	3,000	
16	Mukhtasar Tawárikh i Hind	312	5,000	
17	Risála i Hifz i Sihhat	54	5,000	
18	Miftáh ul Arz	158	5,000	
19	Inshá i Urdú	62	200	
20	Do. in Shikasta character	56	5,000	
21	Jughráfia i Punjab	82	700	
22	Jughráfia i Hind, Part I	40	1,500	
23	Do. Part II	82	500	
24	Persian Grammar by Maulawí Muhammad Hussain	300	4,000	
25	Rusúm i Hind	360	1,500	
26	Third Gurmukhí Reader	170	100	
27	Fourth Do. do.	158	100	
28	Mashq i Nasta'líq, Part I	16	10,000	
29	Do. Part II	36	5,000	

II.—LIST OF BOOKS TO BE PRINTED AT THE EDUCATIONAL PRESS.

Number.	Name of books.	Number of pages.	Annual No. of copies published.	Remarks.
1	Urdú ká Qáida	16	150,000	Printed from plates which require a special press.
2	Urdú ki pahli kitáb	56	15,000	
3	Hisáb ká pahlá hissa, Urdú Edition	98	15,000	Contain Arithmetical formulæ.
4	Do. dúsrá hissa, Do.	188	10,000	
5	Do. tísrá hissa, Do.	158	5,000	
6	Do. pahlá hissa, Hindi Edition	104	500	
7	Do. dúsrá hissa, Do.	Not yet known	500	
8	Do. tísrá hissa, Do.	Do.	500	
9	Do. pahlá hissa, Gurmukhi Edition ...	112	500	
10	Do. dusrá hissa, Do.	170	500	
11	Do. tísrá hissa, Do.	Not yet known	500	
12	Risála i 'Ilm Tab'iát	208	5,000	Contain diagrams and pictures.
13	Masáhat ká risála	160	5,000	Contains diagrams and formulæ.
14	Tahrir i Uqlaidas, Book I	100	1,000	
15	Do. do., Book II	44	1,000	
16	Do. do., Book III	52	500	
17	Do. do., Book IV	42	500	
18	Jabr o muqábala, Part I	168	700	Contain formulæ.
19	Do. do. Part II	168	500	
20	Tadráb ut Tullâb	30	500	These are Arabic books in which the Arabic style of writing is important. They also contain diacritical marks which require special care.
21	'Arbi ki dúsri kitáb	180	500	
22	Muntakhbát ul 'Arabla	84	700	
23	Miftáh ul adab, Part I	98	500	
24	Do. Part II	64	500	
25	Supplement to Do.	58	500	
26	Hindí ki pahlí kitáb	56	500	In lithographing these books we follow the style of typography; as soon as their sale increases, they will be printed in type at private presses.
27	Hindí Primer	20	500	
28	Sinskrit Primer	42	200	
29	Vernacular (Urdú) maps of the World, Asia, Europe, Africa, North and South America, India and the Punjab.	...	350 of each	A draftsman is employed in the Educational Press for drawing maps.
30	Nagrí maps of the World, Europe Asia, India and the Punjab.	...	50	

I.—FINANCIAL STATEMENT OF THE GOVERNMENT EDUCATIONAL PRESS AND TEXT BOOK DEPARTMENT FOR THE YEAR 1885-86.

	Rs. A. P.	Rs. A. P.	Rs. A. P.
Tools and plant and value of uncompleted work at the beginning of the year	23,129 0 0	23,129 0 0	
Outstandings—			
Miscellaneous at beginning of the year	652 12 0	...	
Due by Messrs. Gillon and Co. at the beginning of the year on account of the sale of books during the last quarter of 1884-85	12,608 15 0	...	
Value of text books on commission sale with Messrs. Gillon and Co. at the beginning of the year ...	41,469 6 5	54,729 1 5	77,858 1 5
Amount drawn from Treasury—			
Pay of Superintendent, Office and Press Establishment and Contingencies	18,339 5 9		
Payments to private presses	12,864 11 2	31,204 0 11	
Value of printing paper received from the Superintendent of Stationery, Calcutta	...	*12,322 3 3	
Net value of books supplied from the late Book Depôt	...	451 2 6	
Do. do. by the Government, North-Western Provinces	...	2,999 8 0	46,976 14 8
			1,24,835 0 1
Balance ...	...	...	135 0 8
Total	...	...	1,24,970 0 9

	Rs. A. P.	Rs. A. P.	Rs. A. P.
Proceeds of the Press, being work done for other Departments, paid into Treasury in cash	635 2 0		
Do. do. adjusted by transfer entry ...	5,376 13 0	6,011 15 0	
Miscellaneous items paid into Treasury—			
Sale of lithographic presses and stones	2,500 0 0		
Do. Old materials and waste	42 4 9		
Price of paper received from private presses ...	710 15 0	3,253 3 9	
Sums paid into Treasury by Messrs. Gillon and Co. during the year	...	24,361 2 8	33,626 5 5
Outstandings—			
Miscellaneous at close of the year	995 4 9		
Due by Messrs. Gillon and Co.	38,102 6 10	39,097 11 7	
Value of books on commission sale with Messrs. Gillon and Co. at the close of the year	...	31,117 5 8	
Tools and plant and value of uncompleted work at the close of the year	...	21,128 10 1	
			91,343 11 4
Total	...	...	1,24,970 0 9

* This is the value at local rates. The actual cash payment amounted to Rs. 1,325-13-0 only on account of carriage.

II.—STATEMENT OF RECEIPTS AND OUTTURN OF THE GOVERNMENT EDUCATIONAL PRESS FOR THE YEAR 1885-86.

	Rs. A. P.	Rs. A. P.	Rs. A. P.
Tools and plant and value of uncompleted work at the beginning of the year	23,129 0 0		
Outstandings	652 12 0	23,781 12 0	
Amount drawn from the Treasury—			
Pay of Superintendent, Office and Press Establishment and Contingencies	18,339 5 9		
Payments to private presses	12,864 11 2	31,204 0 11	
Value of printing paper received from the Superintendent of Stationery, Calcutta	12,322 3 3		
Value of books supplied from the late Book Depôt ...	451 2 6		
" " " by Government North-Western Provinces	2,999 8 0	15,772 13 9	70,758 10 8
Balance ...	...	...	135 0 8
Total	...	...	70,893 11 4

	Rs. A. P.	Rs. A. P.	Rs. A. P.
Proceeds of the Press, being work done for other Departments.			
Proceeds of the Press, paid into Treasury in cash	635 2 0		
" " adjusted by transfer entry	5,376 13 0	6,011 15 0	
Miscellaneous items paid into Treasury—			
Sale of lithographic presses and stones	2,500 0 0		
" Old materials and waste	42 4 9		
Price of paper, &c., received from private presses ...	710 15 0	3,253 3 9	
Books supplied to Messrs. Gillon and Co.—			
Retail value...	49,380 11 9		
Less Discount 20 per cent.	9,876 2 0	39,504 9 9	
Tools and plant and value of uncompleted work at the close of the year	21,128 10 1		
Outstandings	995 4 9	22,123 14 10	70,893 11 4
Total	..	...	70,893 11 4

Appendix G.
Report on the Government Educational Press and Text Book Department.

III.—TEXT BOOK DEPARTMENT IN ACCOUNT WITH MESSRS. GILLON & Co. FROM 31st JANUARY 1885 TO 31st MARCH 1886.

1. COMMISSION SALE ACCOUNT.

Credit.	Rs. A. P.	Rs. A. P.	Debit.	Rs. A. P.	Rs. A. P.
Value of stock on commission sale with Messrs. Gillon & Co. at end of the year. Retail value ...	38,896 11 1		Value of stock on commission sale supplied to Messrs. Gillon & Co. from 1st January 1885 to 31st March 1885. Retail value... ...	67,595 6 9	
Less discount at 20 per cent. ...	7,779 5 5	31,117 5 8	Less discount at 20 per cent. ...	13,519 1 4	54,076 5 5
Payments made by Messrs. Gillon & Co. on account of stock sold during the quarter ending 31st March 1885 ...	12,606 15 0		Value of stock made over to Messrs. Gillon & Co. during the year. Retail value ...	*49,380 11 9	
Ditto ditto of stock sold during the year	11,754 3 8	24,361 2 8	Less discount at 20 per cent. ...	9,876 2 0	39,504 9 9
Balance due by Messrs. Gillon & Co., being value of books sold, but not paid into the Treasury ...	...	38,102 6 10			
Total ...	...	93,580 15 2	Total ...	...	93,580 15 2

2. ACCOUNT OF BOOKS, FURNITURE, &c., PURCHASED OUTRIGHT BY MESSRS. GILLON & Co.

Payments made (but after close of year) ...	2,734 4 11	Books, &c., purchased outright ...		10,932 4 11
Balance due by Messrs. Gillon & Co. ...	8,198 0 0			
Total ...	10,932 4 11	Total ...		10,932 4 11

3. ACCOUNT OF SECRETARIAT BOOKS HELD ON COMMISSION SALE BY MESSRS. GILLON & Co.

Payments made (but after the close of the year) ...	327 8 0	Secretariat books taken over by Messrs. Gillon & Co. Retail value ...	2,358 14 0		
Balance due by Messrs. Gillon & Co. ...	1,795 8 0	Less discount at 10 per cent. ...	235 14 0		2,123 0 0
Total ...	2,123 0 0	Total ...			2,123 0 0

	Rs. A. P.	Rs. A. P.
* Books printed at the Educational Press ...	23,250 8 6	
" " Private Presses ...	21,816 14 3	
		45,067 6 9
" supplied from the old stock of the late Government Book Depôt ...	563 15 0	
" " by the Government of North-West Provinces ...	3,749 6 0	
		4,313 5 0
		49,380 11 9

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Appendix G.

Report on the Government Educational Press and Text Book Department.

LIST OF BOOKS EXAMINED AND APPROVED BY THE TEXT BOOK COMMITTEE.

No.	Names of books.	Remarks.
	ENGLISH.	
1	Ratnagár's Short Essays on Literary and Social Subjects.	Approved for Libraries.
2	Griffith and Farran's Poetry for the Young	Re-examined: the whole series approved for School Libraries, and Books I and II to be used optionally in High Schools.
	URDÚ.	
3	Ashyá ká Sabaq (object lessons), by Lálás Umráo Singh and Munshí Lál.	Approved for Normal Schools and Training Colleges.
4	Geography of the Gurgáon District.	
	HINDI.	
5	Shakespear ká Manohar Nátak ...	Approved for Libraries in Hindí Middle Schools.
6	Náribodh	Part I for 2nd Class, Lower Primary Division. Part II alternative with the 4th Hindí Reader of the Panjab or Central Province Series. Part III alternative with Shrishti ká Varnan.
7	Bámá Shikshak	Approved for the 4th Class of Hindí Primary Schools, alternative with the Gutká and Sutáprabodh.
8	Bhárat Bhánú, History of India by Pandit Bhánudatta.	May be adopted if a new and correct edition is printed.
	GURMUKHI.	
9	Panjábí translation of Mr. Sime's Arithmetic, Part II.	
10	Gúrú Singh Itihás (History of the Sikhs), by Pandit Bhánudatta.	Corrected copies of the book approved.

LIST OF BOOKS EXAMINED BUT NOT APPROVED BY THE TEXT BOOK COMMITTEE.

No.	Names of books.	Remarks.
	ENGLISH.	
1	Sakuntalá	A mutilated version of Monier Williams's edition.
2	Mathura Náth Barmá's Junior Reader ...	Price too high.
3	Analysis and Synthesis of sentences, by Mr. B. D. Gordon	Consideration of this book was deferred.
4	Book of Translation Exercises	Worthless.
5	A 5th Class Primary Reader	In every way inferior to the Primary Reader of the Punjáb Series.
6	Middle School Reader, by Básdeo Saháe ...	Notes very inaccurate.
7	Gill's Spelling Book...	Unsuitable.
8	Earth and its Early Explorers	Not suitable as a text book.
9	History of India, by David Sinclair	Awaiting further examination.
10	Outlines of Indian History by ditto	
11	Primer Catechism of Sanitation by Staply	
	URDÚ.	
12	Lála Atmá Rám's Translation of Euclid, Books I and II.	Not in any way superior to the one in use.
13	Hidáyat i hisáb i Patwárián ...	Though exceedingly suitable for Patwáris, are too technical to be fitted for schools.
14	Hidáyit i Paimáish i Patwáriár ...	
15	Hisáb kí Pahlí Kitáb, by Munshí Kishan Chand.	Considered to be useless.
16	Bahr ul hisáb by do. do.	Not scientifically accurate.
17	"The Instructor," a scientific journal ...	Unsuitable.
18	History of the Mandí State	
19	Manual of the History of India for candidates of the Middle School Examination.	Meagre and inaccurate.
20	Jugráfia i Panjab by Munshí Gulab Singh.	Awaiting further examination.
21	Middle Class Geography	

Appendix H.

Translation Department.

APPENDIX H

REPORT ON THE TRANSLATION DEPARTMENT FOR 1885-86.

I. Most of the books submitted to the Director of Public Instruction and to the Text Book Committee for purposes of review are now sent to the staff of the Training College. Besides a number of English works reviewed by the Principal, the following Vernacular works were reported on :—

Bastú Bichár, by Bábú Harí Dás Banarjí.
Bahr ul Hisáb, by Munshí Káhan Chand.
Hidáyat ul Masádir, by K. Ahmad.
Geography of Gurgáon District, by Bábú Harnáth Sahác.
First Book of Arithmetic, by Munshí Káhan Chand.
Amwáj ul Hisáb, by Munshí Motí Lál.
Seventh Urdú Reader, by Lálá Harí Dás.
History of Mandí, by Sirdár Hardiál Singh.
History of Kullú, by do.
Primary English Grammar, by Muhammed Azíz.
Principles of Tarbíyat aur' Tálím by Munshí Muhib Husain.
Geography of the Punjáb, by Bábú Kúra Mal.
"The Instructor" } Monthly journals.
"The Zamíndár" }

II. Passing the proofs of—
Hindí Primer.
Urdú Course for Training Colleges.
Urdú Course for Normal Schools (in part).

III. Translation into Urdú of Lethbridge's "History of England" (also revised and extended).

"Panjáb Tenures," from Mr. Baden Powell's "Manual of the Systems of Land Revenue and Land Tenures in British India," now published.

Various circulars, with their attached memoranda, issued by the Director, were also translated.

IV. Preparation of Text-Books :—

(1) An Appendix of 49 pages, bringing the translation of Lethbridge's History of England up to date, by Lálá Jíyá Rám.
(2) Geography of Amritsar District (40 pages): by Lálá Shiv Diál.
(3) Geography of Delhi District (53 pages), by Lálá Jíyá Rám.
(4) Geography of Jullundur District (39 pages), by Lálá Shiv Diál.
(5) Geography of Gardáspur District (64 pages), by Lálá Shiv Diál.
(6) Geography of Lahore District (80 pages) by Lálá Jíyá Rám.
(7) Geography of Gujránwála District (05 pages), by Lálá Shiv Diál.

Others of this series are in progress.

WM. BELL,
Principal.